

Finham Park Multi Academy Trust

World Class Education

Autumn 2018

Edition 6



FINHAM PARK
MULTI ACADEMY TRUST

Co-construction

Responsive Teaching



Guest Writer

Liz Allton



Teaching and Learning

Teach Meet



Lion Alliance

Teaching School Alliance



Welcome from Mark Bailie

“Leadership and learning are indispensable to each other.” (JFK)



Why did you choose to become a teacher?

Why did you choose to work in a school?

Why do we choose to work with young people?

Sometimes these decisions are based around our own experience of schooling – wanting to correct the mistakes of the past or emulate the achievements of those who are dear to us from our own experienced educational world. More often it is the wish to make a difference to others – to give children the best start in life; to fight against all the barriers that hinder a child’s chances of success by bringing their world to life with our teaching – whether inside the classroom or simply by the way in which we model adult life and handle the world around us.

This article is about our new MAT ‘Leadership Routes’ development programme – something that has been inspired by the thoughts and experiences of all our headteachers, and aspects of which have been piloted by several leaders from every school. However I cannot write about leadership without reflecting on my own experiences and hope that you the reader will permit me to do so for a few short paragraphs!

We are often asked to reflect on and describe our leadership journey – whether at National Professional Qualification courses; by colleagues; or by friends. Such journeys may be described using milestones.

Here are mine:

1990-1991: Henry Box School (1000 11-18, Witney, Oxfordshire); Oxford University PGCSE Intern

1991-1993: Cockshut Hill HS (1400 11-18, Birmingham, W.Mids); Teacher of Science / Biology

1993-1998: Neatherd HS (800 11-18, Dereham, Norfolk); Second in Science Dept. /Head of Year 11

1998-1999: Wilnecote HS (1000 11-18, Tamworth, Staffs); Head of Science

1999-2004: Costessey HS (1000 11-18, Norwich, Norfolk); Head of Science; Deputy Head

2004-2005: Oriel HS (550 11-16, Gorleston, Norfolk); Deputy Head

2005-2009: Cliff Park HS (1050 11-16, Gorleston, Norfolk); Head

2009-2017: Finham Park (1500 11-18, Coventry); Head

2017-Current: Finham Park MAT; Executive Head

As a reader the list above may generate some interesting questions – for example how did he move from Head of Science to Deputy Headteacher at Costessey High School? The answer is probably another article in itself but suffice to state that the school was placed in Special Measures shortly after my arrival (!) and by January 2000 the entire senior leadership team, including the Headteacher, had left to further their careers in a horticultural sense! Alternatively, what were the characteristics of schools where I stayed for several years or more?

Leadership journeys are of course much more than a record of schools and job titles. Rather they are about life-long learning...and this is enshrined within experiences. Valuable experiences are both good and bad; interactions with colleagues; other leaders; those who have experienced at first-hand, inspiring leadership and those who have not. Learning can be theoretical or practical; from books; from attendance at Continuing Professional Development courses; from voluntary secondments; from working in different contexts. Other aspects of leadership cannot be easily learned. There is something innate about a strong leader isn't there? You can tell when a great leader walks into a

room. You can tell when a great leader inspires those around them to achieve fantastic things. However great leadership is not about the individual – it is about the team – those colleagues who enable a vision to become reality through hard work – perspiration and innovation.

Many of us at Finham Park Multi Academy Trust share a vision for leadership that is based around two vital components which, if placed at the heart of every decision, will pave the pathway to success – not strewn with the memories of colleagues who could have been supported to do better – but rather with a network of interlinking pathways based around a belief that every individual adds value to what we do and often excellence is the result of opportunity to learn; shadow, develop and refine skill sets for the moment. Those components or principles are KINDNESS and GRACE. A truly great leader has to be able to empathise with those around them; be able to talk to colleagues at all levels of the organisation; be able to reflect and show humility when this is called for – because they often make mistakes!

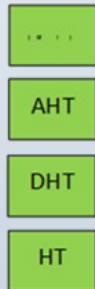
A recent piece of research about Multi Academy Trusts ('Building Trusts: MAT leadership and coherence of vision, strategy and operations' – Ambition School Leadership 2017) identified something called "break points". These are defined as "a point of non-incremental change where a MAT has to break with a previous strategy or operational approach and make a shift". There is a tenuous link here to the points in our own career where we experience actions and behaviours that, for whatever reason, stay with us for a very long time. They may often seem unimportant but usually end up impacting on how we develop as a leader over time. Can you identify the break points in your own leadership journey? I'll share a few light hearted memories of leadership break points in my own career – approaches that made their mark for better or worse: The Headteacher who was always the last to arrive at school in the morning, making the

point that success was not about watching the clock and noting patterns of entry and egress from the staff carpark; the Headteacher who, back in the early 1990s, heralded the importance of a radical new innovation that he said would save time, promote consistency and enable practice to be shared – the scheme of work or scheme of learning – he was right! The appointment of a temporary pastoral leader where I learned that qualitative evidence does not always tell the whole story and that there is sometimes no substitute for passion, experience and a deep understanding of pupil context; the appointment panel for my first Deputy Headship where a very senior, statesman like governor asked me if I kept horses – I got the job... using the tenuous link of horses to horsepower and my love of motoring!

So, in summary, leadership development and ‘leadership journeys’ are complex things. It is not easy to transfer long-lasting knowledge via short 60 minute workshops. And so we have tried to develop a programme for staff at Finham Park MAT that is both different and complimentary to more traditional routes such as some of the National Professional Qualifications – something to recognise and develop our own school leaders of the future – for MAT schools. Our programme will build on the implicit strengths we have already – the breadth and diversity of school contexts; our wealth of professional networks; the additional capacity provided by our School Improvement Leader; the expertise of our own headteachers etc. to design and deliver a leadership programme that allows participants to reflect on their ‘journey’ so far; receive professional coaching on a 121 basis; and experience first-hand leadership in settings other than their own. An outline of the programme is illustrated in the diagram on the next page:

FINHAM PARK MAT LEADERSHIP PATHWAYS

IDENTIFICATION



MAT SELECTION



360 Review

Supported Self
Evaluation

Mentor allocation

AUT HT1



MAT Leadership Pathways Panel

*Review outcomes & agree
personalised programme
to include:*



AUT HT2

External
accreditation

Action
Research

Leadership
Units

**School
Placement 1**

Coaching

Governance

Relevant to generic and school specific improvement priorities



SPR HT2

MAT
Partners

Action
Research

Leadership
Units

**School
Placement 2**

Coaching

International
opportunity

Feedback cycle / Next steps / Available roles in our MAT

The table below illustrates some of the headteacher-led 'Leadership Units' that were piloted this year.

Unit	Title	Lead
1	The Greatest Job in The World	MB
2	Academy Financial Management for Headteachers	MB/MG
3	Human Resources – The most common issues faced	MB/LS
4	Headship – the first week; term; year – lessons from experience	RP/CB
5	Principled curriculum design and staffing to match	CB
6	Kindness and grace – lessons from 25 years of headship	MB/PG
7	Building your leadership team	PG/RP
8	No one left behind! Creating the environment where every child can	PG
9	Safeguarding and child protection	PG/RM
10	Governance – structure and function	MB
11	Keeping the main thing the main thing	RP
12	Applications for headship and interview days	MB
13	Leading an outward facing school	RM
14	Creating a safe environment for all: Health & Safety	tbc
15	Grand Designs – Future Schooling	MB

I do hope this programme will be an exciting addition to the array of leadership development that we can offer you in our Trust. If you have any questions about the programme, please don't hesitate to contact your headteacher in the first instance. I look forward to working with the first cohort of candidates from October 2018.

Mark Bailie
Executive Headteacher



FINHAM PARK
MULTI ACADEMY TRUST

Finham Park MAT Conference

Monday 7th January 2019

On Monday 7th January 2019, all staff from across the Finham Park MAT will come together at our annual conference at The Welcome Centre.

The conference will provide colleagues with an opportunity to come together, network, attend workshops and share best practice. This year's conference will have all staff, teaching and associate staff, together.



The programme for the day has been designed to cater for all staff, providing them with the opportunity to attend a variety of workshops and network meetings.

The day will begin at 8:45 with a welcome address by Mark Bailie, Executive Headteacher. The venue will be open for you to arrive from 8am for those colleagues who like to get there early! There will be refreshments available on arrival.

There will be 4 workshops running across the morning, including network meetings to allow staff from subject areas to come together to share best practice in Responsive Teaching, bringing with them examples from their areas. Please bring examples with you of Responsive Teaching.

We are pleased to welcome our Keynote Speaker, Colin Maclachlan.

Former SAS Member, and star of Channel 4's SAS: Who Dares Win



Colin Maclachlan is a former member of the **SAS** where he was in Mountain Troop in 22 SAS and had various roles throughout his SF Career. These

ranged from **Sniper Commander**, Driver Commander, Instructor on Selection Training Wing, **Surveillance Operator**, Forward Air Controller, Medic, Bodyguard, SF Exchange Programme with *Delta Force* and *Seal Team 6*.

Maclachlan has most recently appeared on *Channel 4's SAS: Who Dares Wins* where he, alongside a number of other **former SAS members**, put members of the public through the same selection process he went through many years before when starting out in the SAS. He also writes and edits security and terrorism-related articles. Additionally, he works on **Motion Capture for films** and video games and can be seen in the *Grand Theft Auto* series, *Red Dead Redemption* and *LA Noire* by *Rockstar Games*.

From 8:00	Arrival and registration Refreshments available	The Welcome Centre Reception Foyer	ALL
8:45 – 9:00	Welcome address	Grace Auditorium	Mark Bailie
9:00 -9:20	Presentation	Grace Auditorium	MB, PG, RP, CB, RM
9:30 -10:10	Workshop Session 1	See workshop plan	ALL
10:10 – 10:50	Break	Reception Foyer	ALL
10:50 – 11:30	Workshop Session 2	See workshop plan	ALL
11:40 – 12:20	Workshop Session 3 / net- work meetings	See workshop plan	ALL
12:30 – 1:10	Workshop Session 4 / net- work meetings	See workshop plan	ALL
1:10 – 2:00	Lunch	Reception Foyer	ALL
2:00 – 2:55	Keynote Speaker	Grace Auditorium	ALL
2:55 -3:00	Closing comments	Grace Auditorium	MB

Welcome to The Lion Alliance

A pioneering world class teaching alliance that innovates and inspires the current and future generations



Our strategic partners



FINHAM PARK
SCHOOL

West Coventry



Academy



WARWICK
THE UNIVERSITY OF WARWICK



Finham
Primary School



CARDINAL
NEWMAN
CATHOLIC SCHOOL



LUDIS STUDIOS

Contact us:
www.thelionalliance.co.uk
admin@thelionalliance.co.uk
[@lion_alliance](https://twitter.com/lion_alliance)

Finham Park School, Green Lane, Coventry CV3 6EA



THE LION
ALLIANCE

The Lion Alliance continues to grow, with more schools joining our Teaching School Alliance.



We have successfully recruited a new Head of Teaching School, Jane Buggins, who will take up post in January 2019. Jane is looking forward to joining Finham Park School as an Assistant Headteacher, with responsibility for leading The Lion Alliance.

The Lion Alliance offers a comprehensive CPD programme, together with School to School Support.

As part of our provision, we are delighted to be working in partnership with Warwick University to recruit the next generation of teachers. Partnering with Warwick means collaborating with a university with a local and international reputation for excellence in learning.

Warwick prepares its students to be school-ready, and that comes from providing high quality support to students whether they're at Warwick or in our school. Their programme of learning is rooted in innovation and creativity, and its supportive team share the belief that a good education is the key to a successful life.

Find out more about Warwick:

<https://warwick.ac.uk/fac/soc/cte/start-teaching/>



THE LION
ALLIANCE

Initial Teacher Training

Become an outstanding
teacher, trained in
Coventry and Warwickshire

Join our pioneering world class
Teaching Alliance:

- Train in a range of school settings
- Study using an online training portal
- Learn with highly skilled professionals
- Develop through research
- Innovate and inspire the current and future generations

Visit us:

www.thelionalliance.co.uk
Finham Park School,
Green Lane,
Coventry CV3 6EA

Enquire at:

admin@thelionalliance.co.uk

@lion_alliance

We are excited to be recruiting for
Schools Direct for next academic year.
The window for applicants is now
open.

We are recruiting for:

- Primary

Secondary:

- Biology
- Chemistry
- Physics
- English
- Maths
- Art and Design
- Computing
- Geography
- History
- Physical Education
- Modern Languages

We will be at Warwick University,
Centre for Education on Saturday 10th
November 2018



Interested in a career in teaching?

The Lion Alliance Teaching School is proud to offer School Direct places for initial teacher training starting in **September 2019**

The Lion Alliance is a group of schools based in Coventry and Warwickshire. Training can take place in any of our Primary or Secondary schools within our Alliance and in partnership with Warwick University.

We are committed to providing high quality support and training for teachers in every stage of their career, from Initial Teacher Training through to developing school leaders.



OPEN DAY
7 December 2018
10am - 2pm



Apply through UCAS Online
Applications open: 9 October 2018

www.thelionalliance.co.uk
Finham Park School, Green Lane, Coventry, CV3 6EA

The Lion Alliance hosted their first Open Day on 7th December.

We offered those interested a chance to observe lessons, meet colleagues from schools across the Lion Alliance, and find out more about training with us.

You can learn more about The Lion Alliance:

www.thelionalliance.co.uk/

Or email:

admin@thelionalliance.co.uk

Follow us on Twitter: @lion_alliance



Teaching School Alliance
Finham Park School
Green Lane
Coventry
CV3 6EA
(024) 7641 8135

Train to Teach Coventry

10 November 2018 at 12:00 to 10
November 2018 at 16:00 in
Coventry at the University of
Warwick

Registration for this Train to Teach event is free,
and by attending, you can get all your questions
about teaching and teacher training answered.

Register for this event

**Come along to Warwick
Centre for Education on
Saturday 10th**

**November to find out
more about training
with The Lion Alliance**

Register for this event:

Get Into Teaching

**getintoteach-
ing.education.gov.uk**



Teach Meet

Responsive Teaching

Wednesday 14 November 2018

Join colleagues from across The Lion Alliance at our Teach Meet
exploring Responsive Teaching, including:

- Responsive Planning
- Management of Cognitive Load
- Recall and Retention
- Responsive Feedback
- Responsive Google



Teach Meet
14 November 2018
4 – 5:30pm
Finham Primary School

Reserve your place:
admin@thelionalliance.co.uk
www.thelionalliance.co.uk
Finham Park School, Green Lane, Coventry, CV3 6EA



Cognitive Theory Load

In January this year, Dylan William tweeted

“I have come to the conclusion that Sweller’s Cognitive Load Theory [CLT] is the single most important thing for teachers to know.”

CLT- The “single most important thing for teachers to know”?

So what is this *important thing*? Dan Williams (1) tells us “*Cognitive Load Theory (CLT)... posits that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it in order to maximise learning (Sweller, 1988).*”

The linked article (2) in Dylan William’s tweet outlines how CLT was developed by Sweller, and describes how his ideas were met with some hostility at first: “*It was the worst possible time to be publishing papers calling into question the efficacy of using problem solving as a learning device... The research on worked examples was treated either with hostility or more commonly, ignored.*”

Sweller describes how his rather formidable partnership with Kirschner and Clark was formed, and relates how their paper (3) from 2006 had an immediate (if rather polarising) impact, with its (perhaps rather provocative) title: *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.*

Whatever your opinion on Sweller and CLT, this is a fascinating read, both in terms of the research itself, and the struggle to be heard in an unreceptive environment. Now “technically” retired, Sweller doesn’t pull any punches, concluding: “*I have at times, advanced suggestions that many felt were outrageous. Some of those suggestions now seem to be considered self-evident by many in the field. How did I change people’s views? I*

do not think I did. Rather, people retired or died to be replaced by younger people who did not have to carry the burden of their own long history.”

References

- (1) <https://furtheredagogy.wordpress.com/2017/05/20/cognitive-load-theory/>
- (2) <http://edrev.asu.edu/index.php/ER/article/download/2025/545>
- (3) http://www.cogtech.usc.edu/publications/kirschner_Sweller_Clark.pdf

Working Memory

CLT centres around the impact that teaching strategies have on Working Memory (WM), summarised in the Scientific American (4): *“Many suggest that working memory can store a limited number of “items” or “chunks” of information... Research has shown that the number of bits that can be held in memory can depend on the type of item—flavors of ice cream on offer versus digits of pi... An alternative theory suggests working memory acts as a continuous resource that’s shared across all remembered information. Depending on your goals, different parts of the remembered information can receive different amounts of resource... A different theoretical approach instead argues that the capacity limit arises because different items will interfere with each other in memory... And of course memories decay over time, though rehearsing the information that’s in working memory seems to mitigate that process.”*

Willingham (5) talks about flexible and inflexible knowledge and argues that often when we think students are simply learning things “by rote” it is deeper than that *“I would argue that most of the time when we are concerned that our students have acquired rote knowledge, they have not. They have actually acquired inflexible knowledge... Flexible knowledge is of course a desirable goal, but it is not an easily achieved one. When encountering new material, the human mind appears to be biased towards learning the surface features of problems, not toward grasping the deep structure that is necessary to achieve flexible knowledge.”*

Sweller’s book (6) from 2011 gives a detailed and thorough account of CLT, and it has been beautifully summarised by Oliver Cavaglioni (7) to give a useful overview of the theory within it including:

The distinction between primary and secondary knowledge

Experts and memory- the role of memory, rather than game strategy, in becoming a Chess master, and the implications for novices, who need to use thinking skills, in contrast to experts, who can rely on knowledge.

Acquiring information, and how much of the secondary knowledge we store in long term memory is “borrowed”. This process is favourable when it links to knowledge that is already there.

Working memory has limited capacity and duration, and novices will need to use WM to process new information. We need to help them to access necessary knowledge from long term memory, and give them the cues that can help this process.

Intrinsic and extraneous cognitive load – the idea that we can only use WM to process ideas at first, but if we can link them to other elements and form schema, it imposes less load on WM.

It also summarises further theories and effects that link into the practical strategies below.

Examples of strategies

Direct Instruction

Clark et al. (8) argue that *“while experts often thrive without much guidance, nearly everyone else thrives when provided with full, explicit instructional guidance (and should not be asked to discover any essential content or skills).”*

Rosenshine cautions (9) that we must be sure what we mean when we talk about direct, or explicit, instruction, and gives a number of meanings and approaches to help students learn effectively.

Dual Coding

This is not about drawing! The Effortful Educator is very keen to point this out because *“I am the antithesis of creative... Today, after living 33 years on this planet, I still am unable to write on my board in a manner allowing all students comprehension. My 5 year old son, Eli, has mastered the art of drawing people, rockets, and dinosaurs; I’d settle for being able to draw a really cool stick person.”* (10)

Pritesh Raichura (11) gives examples of how he has used Dual Coding in Science, and offers these guiding principles:

1. Keep the diagram very simple, focussing only the elements important to the explanation. This avoids distractions that result in cognitive overload.
2. Avoid sacrificing accuracy for clarity where relevant.
3. Text/verbal information must complement the image.
4. Ask yourself if an image is necessary.
5. Ask questions throughout to check for understanding.

Worked Examples

Dan Williams (1) explains why worked examples should be used: *“There are a wealth of studies that have shown the positive impact of using worked examples to enhance learning (Chandler and Sweller, 1991). According to Clark, Nguyen and Sweller (2006, p.190), ‘a worked example is a step-by-step demonstration of how to perform a task or how to solve a problem’. These steps provide learners with direction and support to create mental models of how to tackle a problem/task, or what ‘good’ looks like. Discovery or problem-based learning on the other hand can be burdensome to working memory due to learners having insufficient prior knowledge to draw upon to support their learning.”*

Ben Rogers writes about how he uses worked examples in Physics (12) and you can build on this idea by using strategies such as “fading” (6).

Cognitive Load and Practical Science

There has been some discussion recently about practical science, and how this can most effectively support learning. A series of blog posts by Dodiscimus (13) looked at the value of practical work in Science, and in

the final post, he concludes *“As science teachers, we need to be careful not to think that children see practical work the way we do, but if we ever lose the joy then it’s time to do something else.”*

People have also examined how we can help students to learn from practicals in Science by reducing “the dangers of overloading practical lessons with too much for learners to take on”. David Paterson (14) gives an example of how learning can be broken down to better support understanding from practical work.

Questions to consider:

**Which activities in Science place the greatest load on Working Memory?
How can we reduce this?**

**Which of the strategies listed above would be worth considering? How
and where might you use them?**

How does practical work fit into all this?

References

- (4) <https://www.scientificamerican.com/article/working-memory-how-you-keep-things-ldquo-in-mind-rdquo-over-the-short-term/>
- (5) <https://www.aft.org/periodical/american-educator/winter-2002/ask-cognitive-scientist>
- (6) <http://www.springer.com/gb/book/9781441981257>
- (7) https://teachinghow2s.com/docs/CLT_chapter_summaries.pdf
- (8) <http://www.aft.org/sites/default/files/periodicals/Clark.pdf>
- (9) <http://www.centerii.org/search/Resources/FiveDirectInstruct.pdf>
- (10) <https://theeffortfuleducator.com/2017/02/07/dual-coding-in-the-classroom/>
- (11) <https://bunsenblue.wordpress.com/2017/05/13/dual-coding-in-science/>
- (12) <https://readingforlearning.org/2017/04/29/using-worked-examples-to-reduce-cognitive-load-in-physics/>
- (13) <https://dodiscimus.wordpress.com/2017/02/16/practical-the-fallacy-of-induction/>
- (14) <http://www.ocr.org.uk/qualifications/by-subject/science/science-news/practical-work-and-cognitive-load/>



Teach Meet

Responsive Teaching

Wednesday 14 November 2018

Join colleagues from across The Lion Alliance at our Teach Meet exploring Responsive Teaching, including:

- Responsive Planning
- Management of Cognitive Load
- Recall and Retention
- Responsive Feedback
- Responsive Google



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14 November 2018
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Finham Primary School

Reserve your place:
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www.thelionalliance.co.uk
Finham Park School, Green Lane, Coventry, CV3 6EA

School Improvement Leader

Thank you to everyone who has contributed to the latest editions of World Class News and World Class Education. It's great seeing all the amazing learning opportunities the children have. This term I continue to work with colleagues across all the schools in the Finham Park Multi Academy Trust. There were some exciting opportunities for this term, including our Lion Alliance Teachmeet, as well as a new Frog platform. I've also been helping to set up the Lion Alliance, working with Warwick University, the DFE and partnership schools.

If you have any questions regarding Teaching and Learning; CPD; Co-construction, The Lion Alliance, or anything else then please do get in touch!

b.pettman@finhampark.co.uk

Bernadette Pettman



Lyng Hall have continued their work with PiXL (Partners in Excellence) to develop students' understanding and learning.

PiXL is about using simple strategies to retain knowledge—a key concept at Lyng Hal, where synthesising key concepts is vital. The PiXL 'ITs' are very useful at capturing that knowledge in a way that helps students remember. Each department has been working to develop PiXL strategies in their lessons .

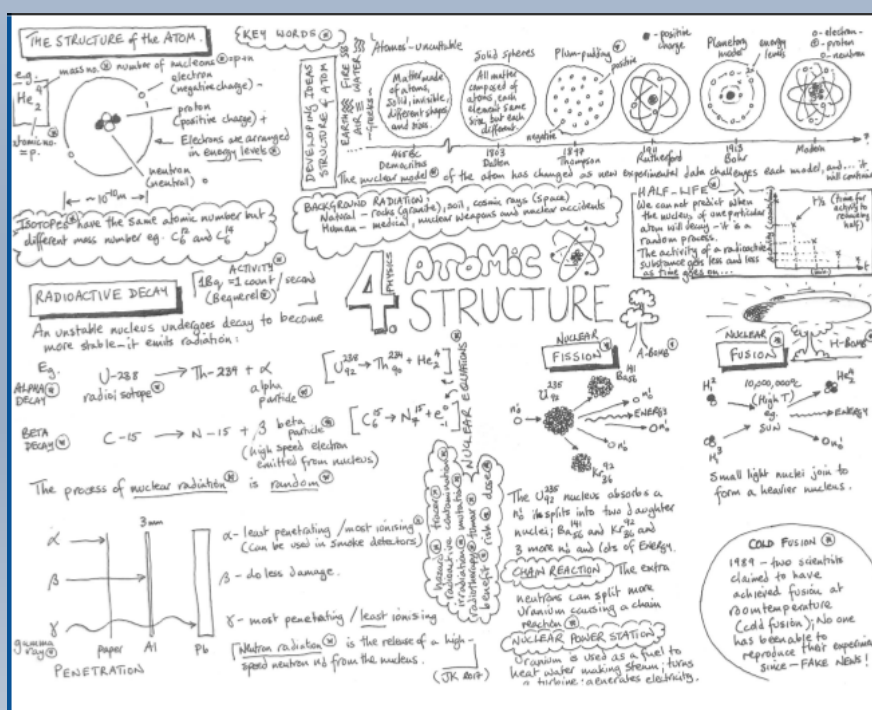
Science (J Keller)

One of the fundamental elements of teaching using Cognitive Load Theory is having an acute awareness of Powerful Knowledge: The pieces of knowledge that are fundamental to an understanding of a subject.

Teachers need to know what are these essential chunks of knowledge are, the pathways to connect these pieces of knowledge together to enable students to store, retrieve and make connections between to achieve mastery (i.e. 80% proficiency to achieve high enough level of storing this knowledge and retrieving it).

In some schools they use Knowledge Organisers to summarise this Powerful Knowledge, some are called Knowledge Mats.

Lesson plans are based on how to effectively help students access, understand and rehearse the knowledge of all the topics to achieve mastery.



English (David Smith)

David has been focusing on:

1. Developing vocabulary
2. Recall of core knowledge
3. Being critical assessors of own work

Revision Boot Camp:	
My Half-Terms PLC Target: ✓	
Cardio 1: Conflict Poetry	Reading Stamina 1: Unseen Poetry
Cardio 2 – Inspector Calls	
Cool Down and reflect: Reflect on your performance – strengths/areas to develop? Which station caused most issues – why?	

5 A Day

1. What type of question is used for effect and doesn't really need an answer?
2. Name three charities in England.
3. The death penalty is barbaric, uncivilised and has no place in modern society—What skill is here?
4. How many marks do you get for Q5s on both papers. How is that mark split?
5. Are you clear on what you got for the mock exam?

English (L Hagan)

Lisa has been focusing on:

Developing the level of vocabulary

First
response:
Vocab
explosion



DEVELOPING A PERSPECTIVE

Without speaking, respond to the statements on the sheet of paper.



These will be rotated round.
Each time you need to build
on earlier responses –
either agree or disagree.

Writing Exam Boot Camp

Warm Up

Visit your PLC – what are your three areas of focus for the training session?

Cardio 1

Raise your heart rate – challenge yourself to add as many words as possible to the vocab card in 2 minutes

Stamina 1

Persevere – add to your work with the help of your work out buddy – add at least 10 words in 1 minute!

Write a DESCRIPTION with this image as a stimulus

Cool Down

Reflect on your performance – strengths/areas to develop? Which station caused most issues – why?

Stamina 2

Complete the given task. Your Personal Trainer will give regular 5 minute timings out.

Rest Break

Read your question, notes and vocab back (60 seconds) then sit with your eyes closed and your head on the desk (30 seconds)

Cardio 2

Discuss the topic with your work out buddy and note down ideas – what do you know? What could you write? Do NOT stop talking – this is a work out!



ter says the boy was scared of the dream Because it said he was wa
pounding in his chest to die down. The writer also says it was
ble because it says "wind lashing the trees, rain on the roof top and
if" that shows it was a very bad day.

/listening to the storm and thinking about the black bird and about his
if" that shows he cares about the birds.

look like a $\frac{1}{8}$ marks because the fact th
e didn't used.

- ① is brown
- ② smelly smell
- ③ dryer than a candy floss
- ④ produces a chocking sensation

Robert A. C

es 6 to 11 the w
ting a semantic fi
ring" and "furious"
nals that you wou
rtly after this mak
hor has done this
fearful of it.

other way in which the author... the storm is by saying
and lashing the trees". He uses personification to describe the wind by using
word lashing which usually implies something to do with fighting or
reflect. This links to the effect of the storm because the meaning could be that
the storm has the same effects as conflict. Ultimately ending in devastation
at pain. This also links back to my previous point as both of the methods that

Question 3: Structure

(A good place to start is the
beginning, middle and end.)

(the Structure is
the way a piece
of writing / work
is layed out.)

(Ling... ice op... order.)

(nan... when you... or a flash...)

(Structure is used to have an
effect on the reader, just like
language.)

S Summon has been focused on:

- Prove It
- Sketch it
- Strategies to assess understanding

- You need to show how the writer has
used structure to produce a
particular effect on the reader.

- Structure is used to have an effect
on the reader, just like language.

- You need to think about how the
writer is using structure to direct
your attention.

Opinion - A view
or judgement.

Repetition - Repeating
something that
has already
been said, or written.

C Chand has been focused on:

- Developing core knowledge
- Recall and retention of subject terminology



English (A Harvey)

A Harvey has been focused on:

- **Prove it**
- **Rank it**
- **Strategies to assess understanding**

Exit Ticket: Pixl Prove It

Using your post-it note, write down one thing that you have learnt from this lesson. Make a note of some evidence to prove your understanding.

Food for thought:

- Have you learnt any key words?
- Have you developed any skills?

Add your post-it note to the learning tree, pop your name on the note.



Do Now: Pixl Rank It

Consider each of your points from last lesson. Rank your points from one to five, with one being the strongest.

Justify your number one point by explaining why it is the most effective.

Do Now: Pixl Prove It

In your skills books, make a list of all of the persuasive techniques you know. Prove your understanding by noting down an example for each.

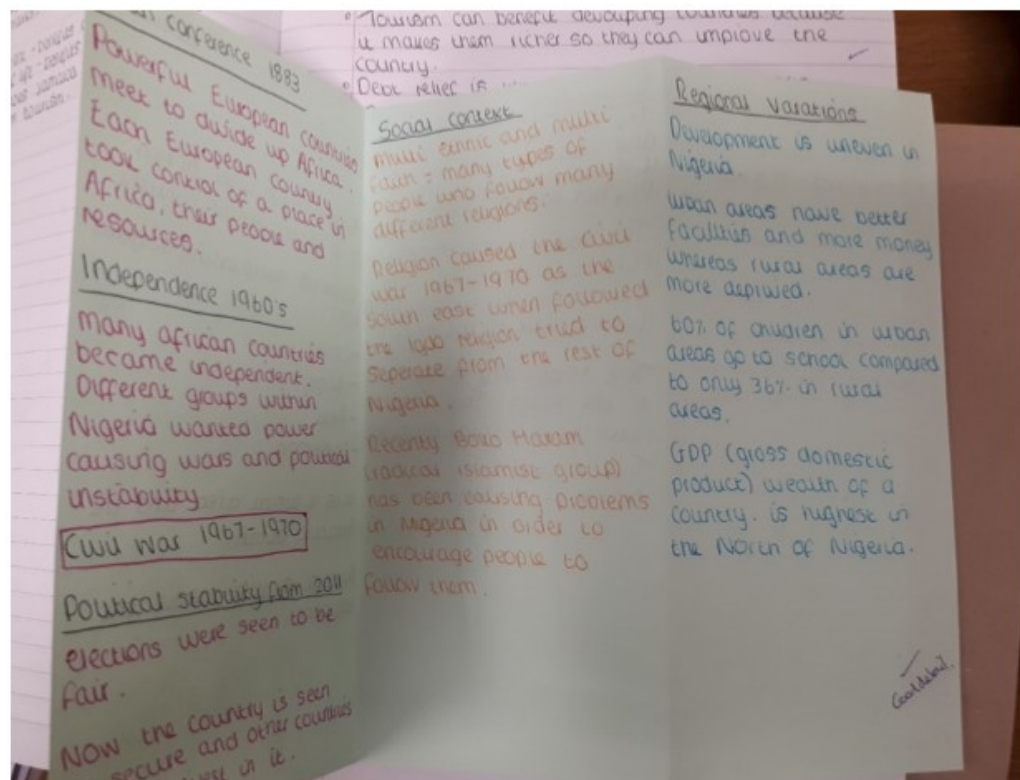
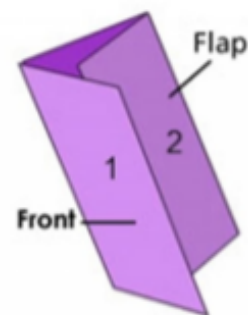
Geography (J Burton)

Example from J Burton: In geography year 11 students used the Pixl "Fill it " strategy to complete a case study leaflet about Nigeria. This involves summarising information and chunking it into a manageable size. Case studies are essential in geography for use as examples and for the application of knowledge. The leaflet will be used as a revision resource for the Nigeria case study.

Case Study Information sheet

FillIT

- Folding an A4 sheet into 3 you are going to create an information sheet about Nigeria
- It needs to include these sections:
 - Location
 - Political,
 - Social,
 - Cultural
 - Environmental
- You will have 10 minutes to complete each section



Maths (J Lomax)

More Practice
Solving Linear Equations

a) $3x - 8 = x + 2$ $x = 5$
 b) $2x + 12 = 6x$ $x = 3$
 c) $5 + 3x = 9x - 4$ $x = 1.5$
 d) $2(a + 5) = 6(a - 5)$ $a = 10$
 e) $5(y - 6) = 2(6 + y)$ $y = 14$
 f) $4b = 6b - 12$ $b = 6$

Example from J Lomax: We use Pixl resources within Maths as they help us to standardize the way we teach methods. The recent HMI visit has also asked us as a department to focus on ensuring our delivery of methods and misconceptions is consistent as the students move through yr 7 to 11 and between different teachers.

The first two slides show the grades achieved when students are able to solve equations with one unknown at grade 3 and then two unknowns at grade 5. Each PowerPoint has example methods and then practice questions for students to complete, once this is achieved we then provide differentiated questions for students to either consolidate and practice or challenge themselves further.

Linear Equations

Grade 3 Solve linear equations with one unknown on one side

Grade 5 Solve linear equations with one unknown on both sides and those involving brackets

If you have any questions regarding these resources or come across any errors, please contact helpful-report@pixl.org.uk

Linear Equations

Grade 3 Solve linear equations with one unknown on one side

Grade 5 Solve linear equations with one unknown on both sides and those involving brackets

If you have any questions regarding these resources or come across any errors, please contact helpful-report@pixl.org.uk

Maths (J Clarke)

Example from J Clarke: Year 12 A level group design Knowledge Mats (The ITS) to help revise and recall key topics from this term.

Maths A Level / GCSE **Insert Title** **Averages**

Insert Content **Insert Answers**

Explanation
 Modes = 1 and 2
 Median = 2 $\rightarrow \sum f = 19$ so median $(n+1)/2 = 10^{th}$ value
 Mean = $\frac{\sum fx}{\sum f} = \frac{(0 \times 2) + (1 \times 6) + (2 \times 6) + (3 \times 4) + (4 \times 1)}{2 + 6 + 6 + 4 + 1} = 1.79$

Insert Content **Insert Answers**

Work out **Mode and Median**
 Show that mean of the data set is 1.79

Insert Content **Insert Answers**

Find Interquartile range (IQR) for the set of data:
 1, 6, 9, 12, 3, 4, 1, 9, 7, 7, 1, 3, 2, 4, 7, 7, 14, 19, 14, 20

Insert Content **Insert Answers**

SD = $\sqrt{\frac{\sum x^2}{n} - \frac{(\sum x)^2}{n^2}}$
 $\sqrt{\frac{2,400,000}{1000} - \frac{(47,000)^2}{1000^2}} = 26.3$

Insert Content **Insert Answers**

$n = 1000, \sum x = 47,000, \sum x^2 = 2,400,000$

Maths A Level / GCSE **Insert Title** **Tree diagrams + Venn diagrams**

Insert Content **Insert Answers**

Rule
 Read the question carefully. Draw a tree diagram. Find the probability of the event occurring. Find the probability of the event not occurring. Find the probability of the event occurring or not occurring.

Insert Content **Insert Answers**

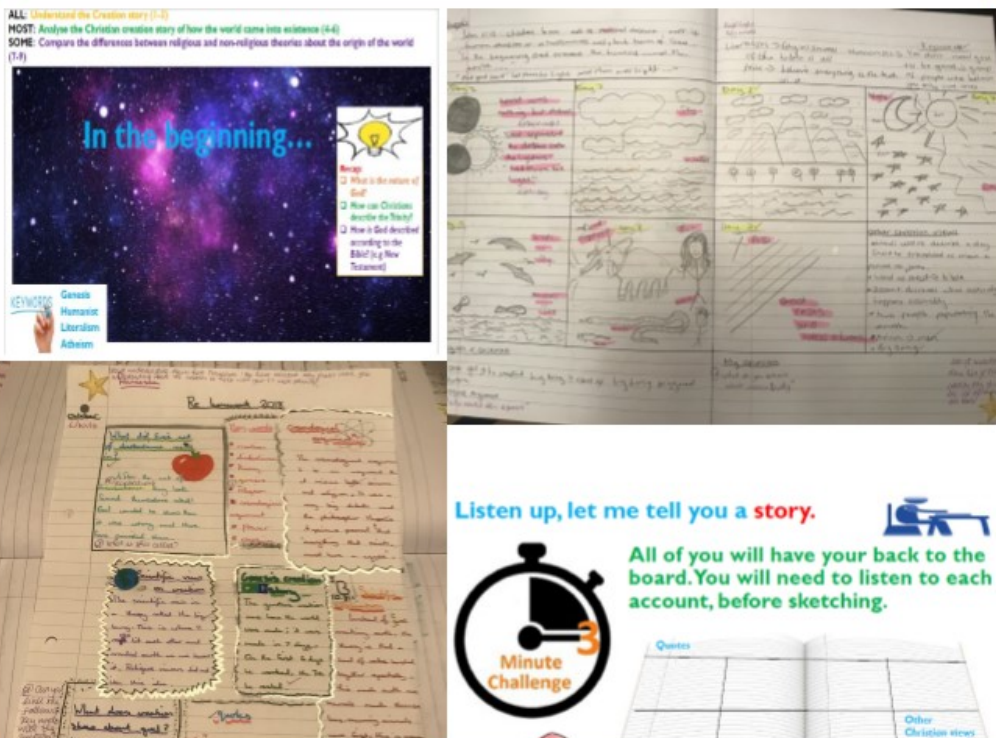
A bag contains 7 green beads and 5 blue beads. A bead is taken from the bag at random, the colour is recorded and the bead is replaced. A second bead is then taken from the bag and its colour is recorded. Find the P(GG)

Insert Content **Insert Answers**

Good R are two events such that $P(A) = 0.2, P(B) = 0.4$ are mutually exclusive. Find $P(A \cup B)$

RE (H Punni)

Example from H Punni: In R.E., year 9 students have interpreted the overly familiar 'Sketch It' strategy as one of the 'Its' that have been embedded within lessons. The 'Sketch It' strategy has been used in one of three different ways: to draw annotated diagrams to maintain an appropriate cognitive load; a plenary task to consolidate powerful knowledge of GCSE content to help students plan a 12 mark response on creation and homework to assist retention and recall by condensing information on one A4 page in order to strengthen understanding for



Celebrating student success is also a vital part of the PiXL journey. Not only is it a source of encouragement for them, but it additionally provides an amazing resource for students to refer to for revision. The English corridor at Lyng Hall highlights specific skills that are being advanced with accompanying work.





I'm Liz Allton and I joined Finham Park 2 in September 2017 as Assistant Headteacher responsible for Teaching, Learning and Assessment, Outcomes and Curriculum. I was absolutely delighted to join the FP2 team and the MAT with the highlight of the year being able to contribute to FP2's successful Ofsted when they visited back in June.

I began my teaching career in 2003 and Finham Park 2 is the third school that I have worked. I have been extremely lucky that over the years I have experienced three very different schools, but loved working in all of them. My previous jobs have included both curriculum and pastoral roles, before becoming an Assistant Principal with a range of responsibilities including T&L and looking after NQTs across a MAT. At the centre of everything I have done has been the enjoyment of working with young people and hopefully making a positive difference to them becoming the best they can be.

I first got to know of Finham Park School and some of their staff when I joined twitter in 2012 and then attended a TeachMeet at FPS.

It was great to collaborate with a range of other schools on T&L, Student Digital Leaders and D&T, but particularly as I started my journey in 2012 as a school leader it was wonderful to connect with others in a similar or more experienced position.

As an Assistant Principal I organised TeachMeet Solihull for 4 years, which was extremely successful bringing around 150 teachers together from over 20 different schools around the West Midlands each year. The highlight being a strong representation from the Finham Park leadership team one year who all came and presented. I really enjoyed attending Lyng Hall's TeachMeet in July and am really looking forward to hosting one at Finham Park 2.

My responsibilities this year are T,L&A/CPD and Outcomes. I am also the PiXL Raising Standards Leader, which I am excited about embedding various PiXL strategies at FP2 to help us develop our character and culture as well as ensure a positive set of results in our first summer of GCSEs in 2020.

I am passionate still about my subject which is Design and Technology, specialising in Graphics and Product Design, but over the years having taught all aspects of D&T as well as Art. I still love learning myself and developing new skills related to D&T.



This term I am excited to be working on a project with my Year 9 GCSE class that will involve schools, museums and designers working together as part of the V&A's DesignLab project to encourage more students into creative industries. I am also working with Pete Maquire at Finham Park School on an 'Enthuse' two year project which will benefit all schools in the MAT where we are looking at encouraging more girls into STEM through links with industry, Drone design and flying competitions, Robotics and other systems and control projects within the D&T curriculum.

I can't recommend Twitter enough as a place to gain ideas, inspiration and links to lots of lovely Edutwitter folk. Also through it I have attended many 'grass roots' TeachMeet, Conferences and Unconferences including some of the #ResearchEd and #WomenEd National and Regional events.

It has been great to meet various colleagues across the MAT over this last year and I look forward to meeting and working with many more. If you would like to come and see what we are doing at FP2 please do get in touch or if you just fancy a chat and to share some ideas on anything I have mentioned above please feel free to email or tweet:

L.allton@finhampark2.co.uk

@lizzsaddler (Allton is my surname... Saddler relates to my football team of choice!)



FINHAM PARK
MULTI ACADEMY TRUST

Mark. Plan. Teach. Repeat.

Responsive Teaching – what might you see?

Clear **planning** which specifies **what students will know and be able to do** (incl. development of knowledge organisers, unit plans, focused learning objectives).

Students know **what success looks like** and so **experience mastery** (incl. embedded use of WAGOLs, criteria, live modelling).

Lessons are sufficiently **challenging** so students are **caused to think deeply and engage in healthy struggle**. Difficult tasks require **scaffolds**.

Routine checks for student understanding through a **range of questioning and responsive** techniques (incl. **exit tickets and hinge questions**).

Teacher requires and monitor **independent practice**. Students engaged in **extensive, successful practice** (incl. **daily reviews, retrieval practice, spaced practice and interleaving**).

Students provided with **clear feedback which students ACT UPON** (incl. **comment only, checklists, target marking, standardised feedback, examiner's reports, marking codes**).

Responsive Teaching, Harry Fletcher-Wood; *Principles of instruction*, B Rosenshine; *Making every lesson count*, S Allison and A Tharby

Mark. Plan. Teach. Repeat.

New.

Specify what students will know and be able to do.

Focus lessons on a **single, academic purpose**.

Show students what **success** looks like (provide **models**).



Do.

Guide student **practice**, providing **scaffolds**.

Ensure students experience **success**.

Require and monitor **independent** practice, ensuring students 'overlearn' material.

Review.

Assess student learning at the **end of each lesson** and respond accordingly in the next.

Track student thinking to adapt teaching during lessons.
Provide students with **clear feedback** tailored to what they need to improve, in a sustainable way.

Alex Ford


Responsive Teaching, Harry Fletcher-Wood; Principles of instruction, B Rosenshine; Making every lesson count, S Allison



FINHAM PARK
SCHOOL

Rosenshine's 'Principles of Instruction': Research based strategies that all teachers should know.

Finham's Teaching and Learning community groups (TaLk) for 2018/19 met for the first time this half term. As last year, staff are based in faculties so as to more easily allow pedagogical development and discussion. However, they're again headed up by two facilitators from *outside* of their subject area. For example, we have Ms Boyce and Ms Dempster facilitating the Humanities faculty and Mrs Buckley and Mrs Staton (two Modern Foreign Language teachers overseeing Maths).



Teach.




Finham teaching ...

1. is passionate
2. sparks curiosity
3. is flexible and responsive
4. builds relationships
5. is celebratory
6. demonstrates excellent subject knowledge
7. values independence
8. values *grit*
9. uses questioning for great effect
10. uses assessment for learning (AfL)

©FinhamPark

Responsive Teachers...

New.	Do.	Review.
Specify what students will know and be able to do.	Guide student practice, providing scaffolds.	Assess student learning at the end of each lesson and respond accordingly in the next.
Focus lessons on a single, academic purpose.	Ensure students experience success.	Track student thinking to adapt teaching during lessons.
Show students what success looks like (provide models).	Require and monitor independent practice, ensuring students 'overlearn' material.	Provide students with clear feedback tailored to what they need to improve, in a sustainable way.



Responsive Teaching, Harry Fletcher-Wood; Principles of instruction, B Rosenshine; Making every lesson count, S Allison and A Tharby

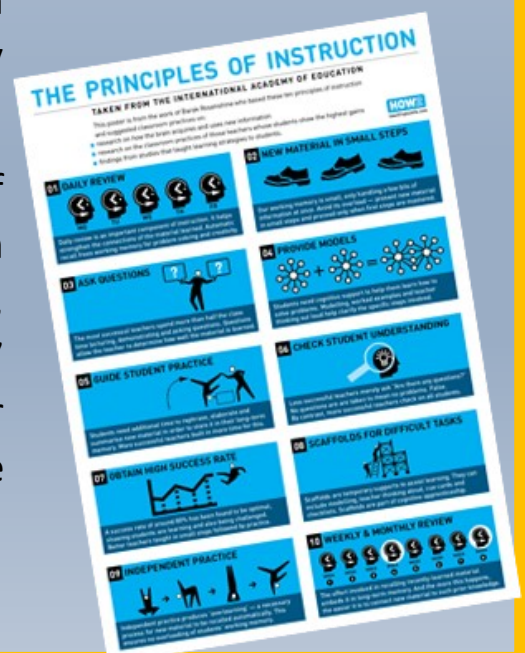
Our priority area this year is: Responsive Teaching. As in the past, staff are asked to choose a particular area of interest under our headings of *New. Do. Review.* and then embark on a classroom based research project. Staff all completed personal action plans in this first session, outlining their intentions and planning a peer observation.

Groups got off to a brilliant start, many spending time getting to know one another. Ms Oldfield and Ms Chester for example, asked their faculty to take part in a trust exercise in the gym. The Humanities faculty sparked discussion by playing Two Truths and a Lie. Who knew that Ms Kendall was once arrested in Poland! Many groups were also enjoying a selection of sweet treats.



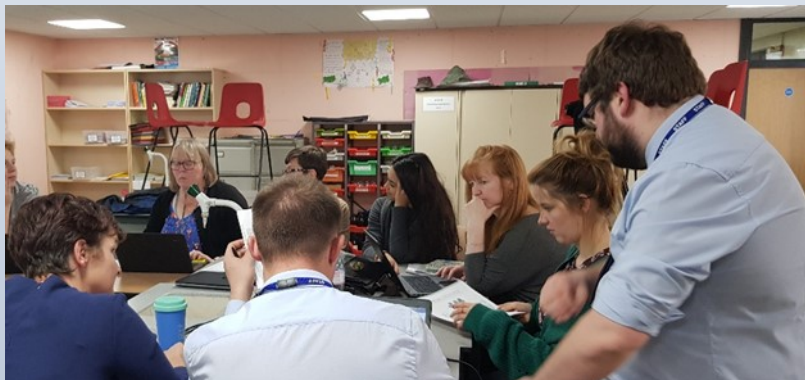
Once groups had completed their ice-breaker and facilitators had reminded staff of the expectations, etc. all staff read Rosenshine's seminal paper: *Principles of Instruction*. Not only is this a wonderful first step in our mission to embed academic research into each workshop, but staff also found it refreshingly "common sense".

Our own *New. Do. Review.* principles of Responsive Teaching at Finham draw heavily on Rosenshine's paper and the Maths department, in particular took great joy in debating point 7 with regards to how we balance the need for students to "experience success" alongside "healthy struggle".





The English department meanwhile were engaged in a lively discussion about their growing collection of knowledge organisers. Sonya also shared her innovative use of 'lolly sticks' to develop questioning in her lessons.



For this first time this year, we also have a Middle Leader's TaLK group which Lucy very kindly facilitated this time. Middle leaders found the time to discuss the unique challenges they face in their roles really worthwhile.



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



Want to know more?

Fletcher-Wood, Harry **Responsive Teaching** (2018) Routledge

Wiliam, D. **Embedded Formative Assessment** (2011) Solution Tree Press.

Barak Rosenshine **Principles of Instruction: Research-Based Strategies That All Teachers Should Know**. American Educator Vol. 36, No. 1, Spring 2012, AFT, Strategies 3 and 6.

Nuthall, G **Understanding how students learn and remember what they learn** in Hidden Lives of Learners (2007) NZCER Press.

Lemov, D **Teach Like a Champion 2.0** (2015) Jossey Bass Technique 33: Cold Call

Alex Ford



Deliberate Practice

“Practice isn't the thing you do when you are good. It is the thing you do that makes you good.” Malcolm Gladwell

What is Deliberate Practice?

There have been many books published about the importance of practice to help to become an expert. There have been many examples shared, but particularly in Sport and Music. Gladwell has been quoted as saying that you need to do 10 000 hours of deliberate practice to become an expert in his book ‘Outliers – The Story of Success’. Actually research shows that the exact number of hours should not be the focus, the key thing to take from this is the quality of the practice. The act of deliberate practice not just practice, but a cycle of **feedback – practice – perform and then back to feedback** until you perfect it. If an athlete has practiced a technique for many hours, but his/her technique is incorrect, without feedback the athlete will just get better at doing it wrong. For Deliberate Practice to do make students improve at whatever the desired knowledge or skill is they need feedback on what to do and then practice and perform again, get more feedback and practice again until they are an expert at it.

Why did we want to introduce Deliberate Practice?

We wanted to develop teaching and learning further to help students improve, particularly considering the increased knowledge and skills needed in the new GCSEs. We decided to combine it with a push on eradicating low level disruption in Year 8 lessons. We had heard from other schools

who were using it and having success with it and we wanted to see if it would work in our context to improve student learning behaviours.

What did we do?

We decided to focus on two of our four Year 8 groups and ask all staff who taught the two groups to trial Deliberate Practice for 15 minutes. We went through what was expected with staff and supported colleagues to think how it would work for them. We explored a range of activities that could take place during DP, but with the consistency that students must be in silence and the teacher must be using the time to support students by giving feedback or live marking.

Deliberate Practice at Finham Park 2:

- Deliberate practice must be near the start of the lesson – preferably after the Do Now Task (Bell Work)
- Deliberate practice does not have to be writing – could be completing practical work ie a Science demo or Serving technique used in badminton in PE.
- The teacher should be supporting students by giving further feedback on how to improve. This can include live marking.
- Students should be in silence for the 15 minutes so they are fully focussed on their own practice.

To launch DP to FP2 I held an assembly for the two classes involved and explained the benefits for them and what our expectations were. I used Connor McGregor as my hook as he says he doesn't believe in talent – success comes from hard work and that to become great at something you have to train and what he describes is Deliberate Practice.



The summer term was busy with exams, assessments and trips, but we were still able to have a good run of weeks where nearly all lessons for these two groups had some silent deliberate practice. Feedback from staff involved was overall very positive with subjects reporting that they had seen improvements with some pupils in both the quality and quantity of work produced. The silent work near the beginning of lessons was helping with behaviour for learning and the focus on practice following advice and guidance was helping students to improve their work.

What are we doing with Deliberate Practice now?

We have rolled out DP to all Year 9 lessons/groups for this term and we will continue to look at how this works across all subjects. We hope to share the positives to inspire all teaching staff including our new colleagues this year who weren't part of the original trial. We will dedicate some more CPD and Department meeting time to developing the Deliberate Practice T&L activities that are completed in lessons. One of our TaLK groups has a focus on Deliberate Practice and so a team of staff will be conducting more detailed action research to share with all colleagues.

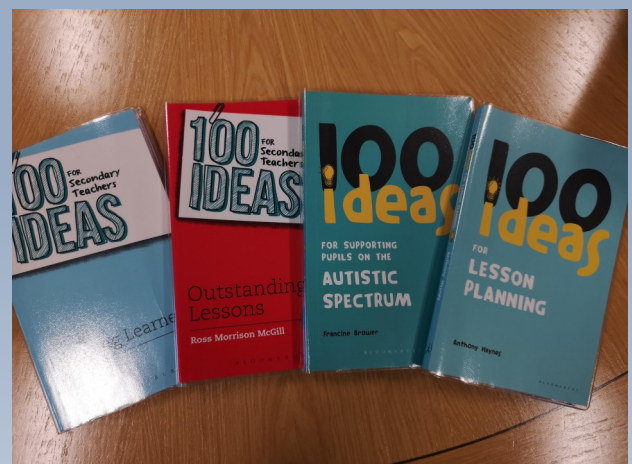
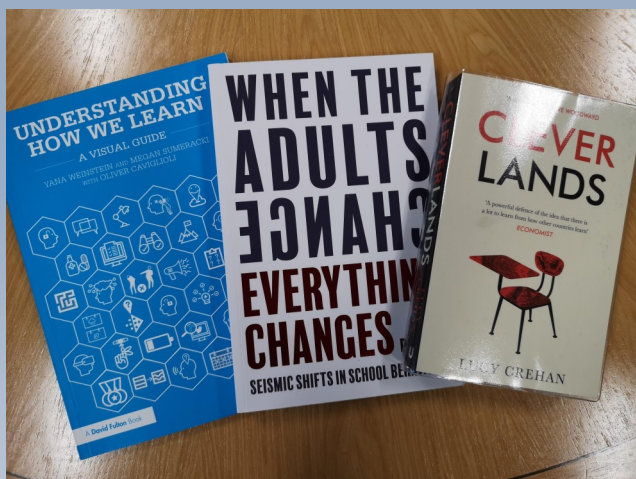
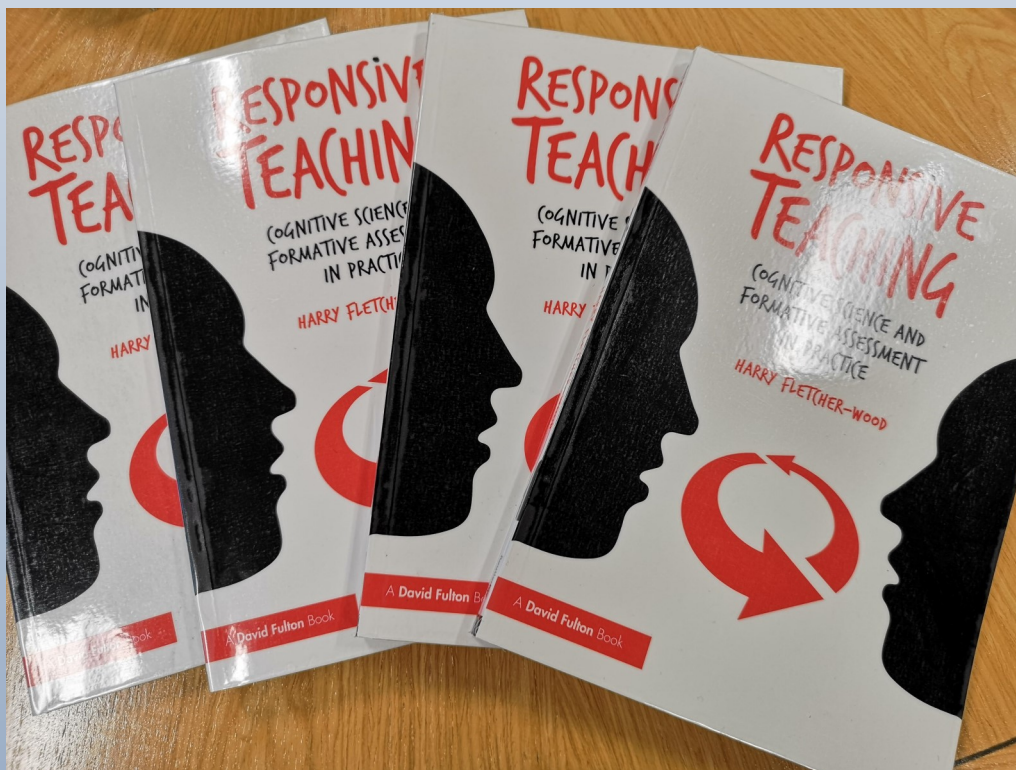


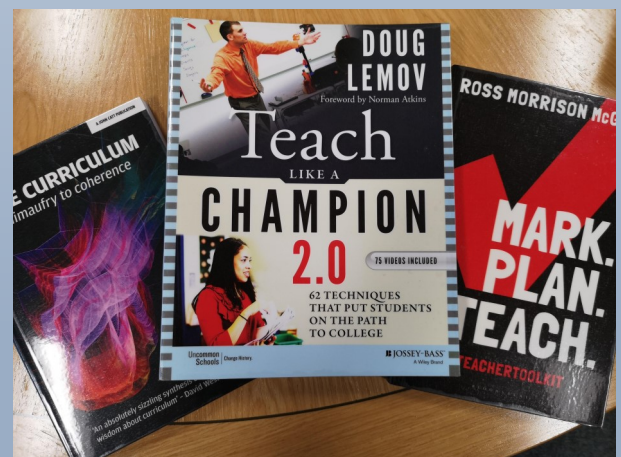
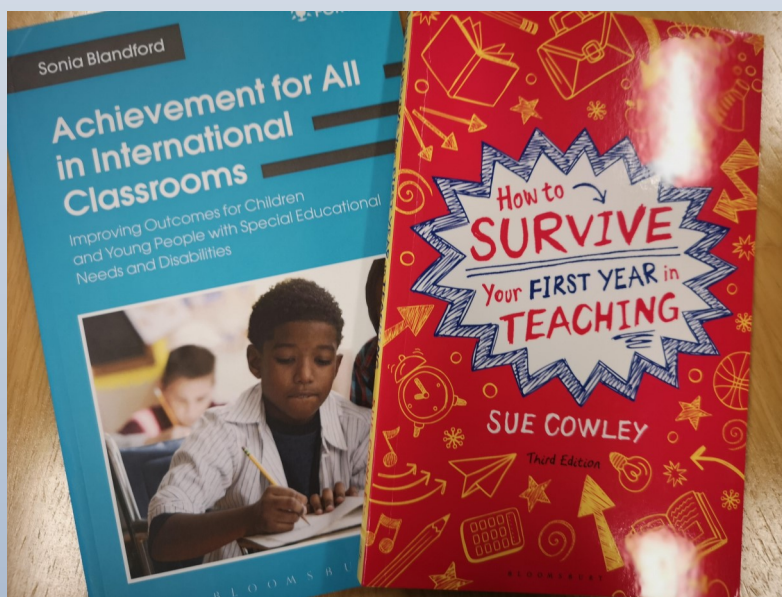
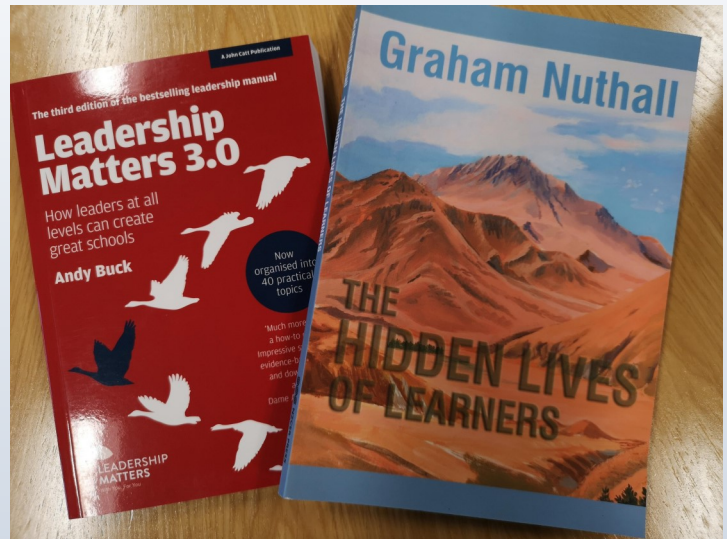
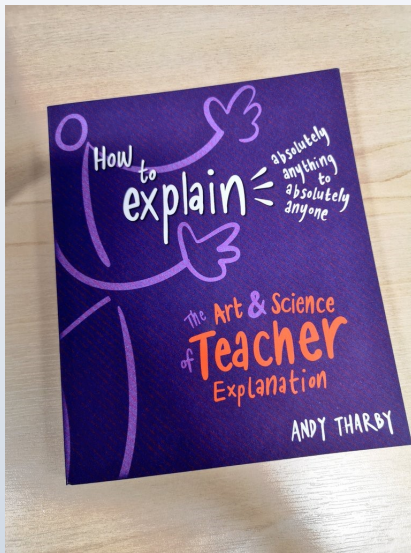
If you would like to discuss Deliberate Practice further please feel free to get in touch, Liz Allton (Assistant Headteacher FP2) l.allton@finhampark2.co.uk

Liz Allton

The library has been growing during this term with a range of new books added for staff to borrow.

As well as a number of copies of Harry Fletcher-Wood's 'Responsive Teaching' (which were all borrowed as soon as they were added) we have added books on a range of topics from T&L pedagogy to Behaviour Management, Wellbeing, Curriculum, Leadership and Research/Theories behind how students learn.





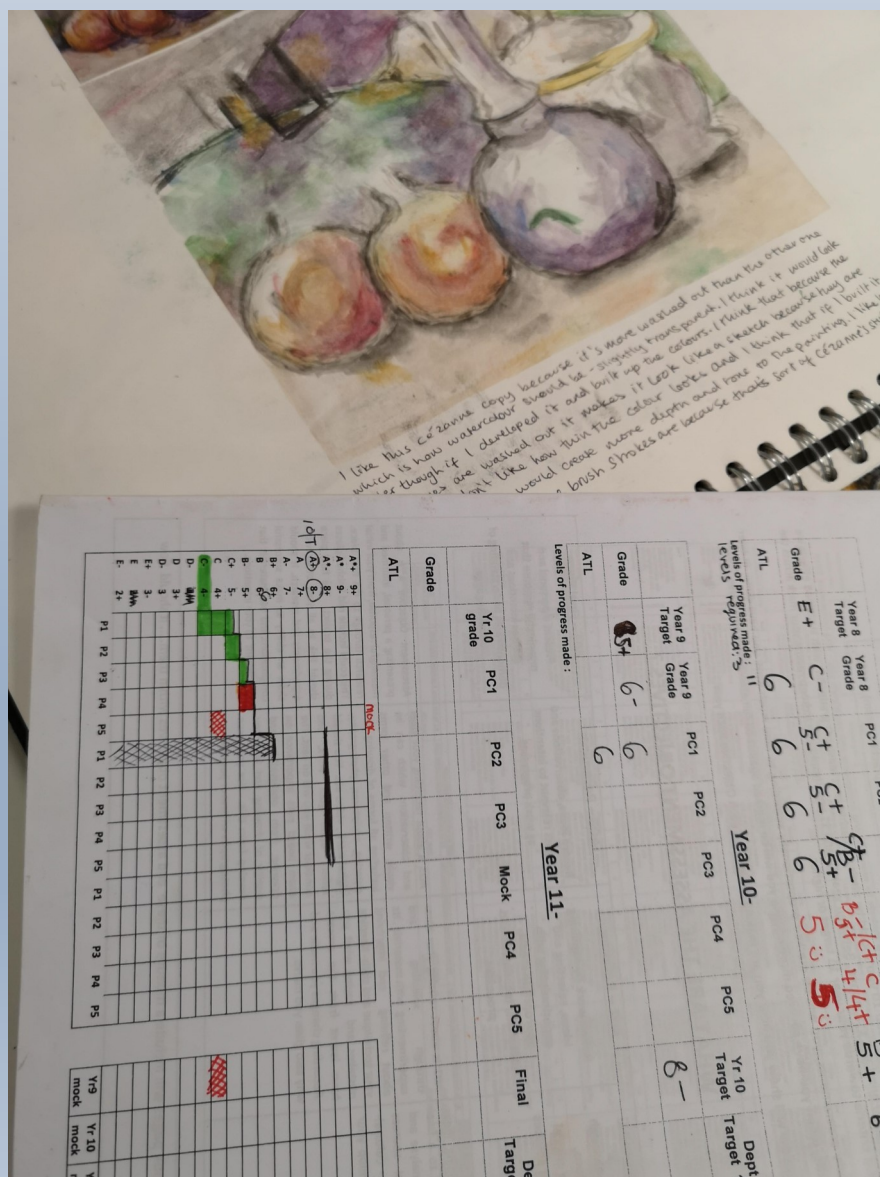
We are interested in any recommendations for our next order...

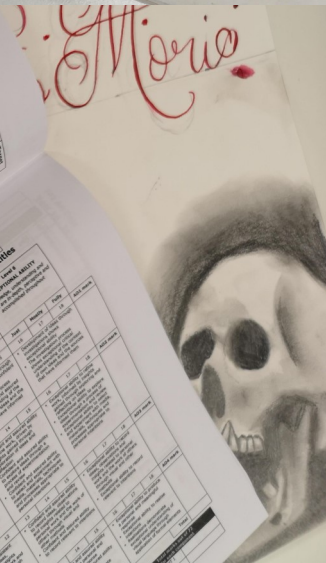
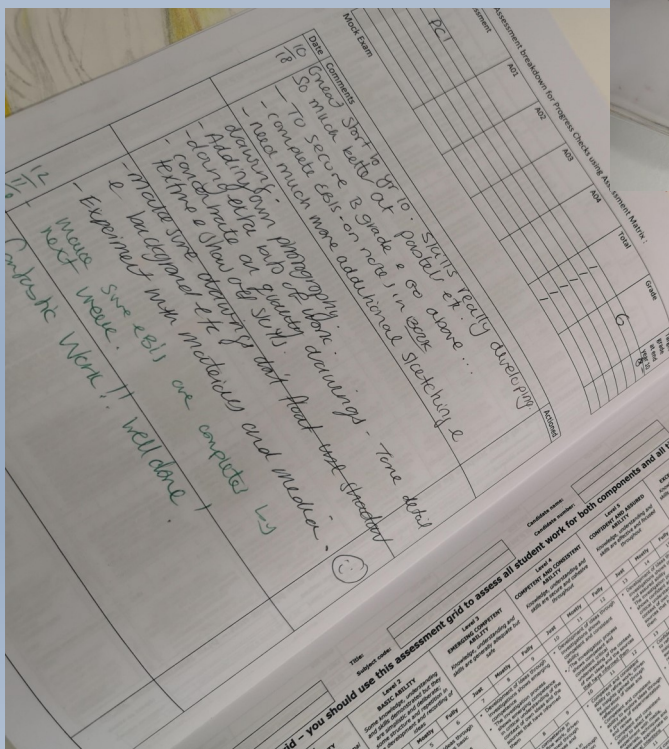
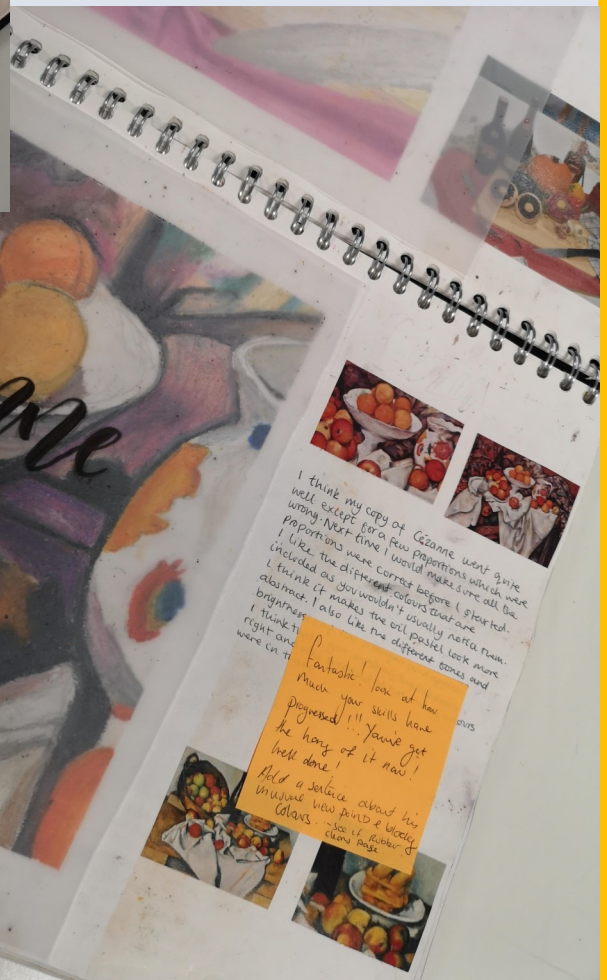
Liz Allton

It is always wonderful to see the brilliant work produced by Finham Park 2 students in Art.

The photos show some examples of Year 10 sketchbook work, feedback is via post it notes that are then places on a page in the book once completed and the assessment/tracking booklets shown are used in KS4 to collate progress and attainment information in one place for Y9-11.

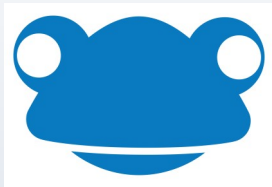
“Teachers use lesson time productively to develop pupils’ skills and knowledge. For example, in a year 8 art lesson pupils of all abilities produced work of exceptional quality.” Ofsted June 2018





Liz Allton

FROG



Finham Park MAT Frog Connect and Frog Appraisal platforms are two new systems which colleagues from across the Finham Park MAT are using. We have created 3 areas for colleagues which will allow them access to everything they need: Co construction; Teaching and Learning; and CPD.

Co construction is the work we do across the MAT. This includes a wide variety of work such as: FPMAT Student Leadership; moderation, standardisation and curriculum planning from primary through to secondary; using

primary and secondary expertise to develop world class learning experiences in subject



areas; GCSE masterclasses; and extra curricular opportunities. Colleagues will be able to upload resources for sharing using this portal.

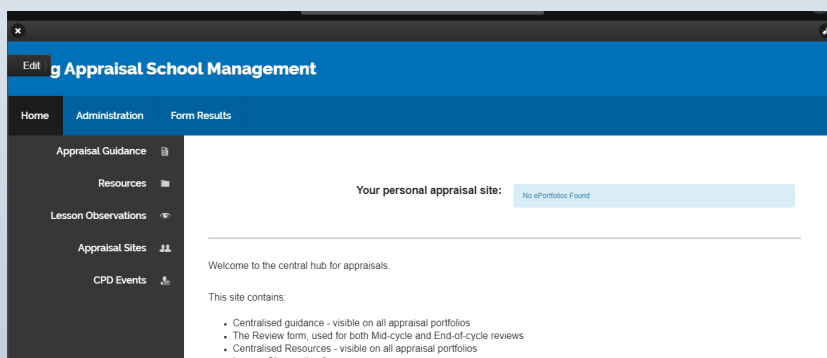
The Teaching and Learning button provides a platform from which to share best practice. Colleagues will be able to upload and access a range of resources linked to Teaching and Learning and action research. This will be particularly useful for developing Responsive Teaching, our 3 year Teaching and Learning focus.



The CPD button provides access to FPMAT Training Days; resources; the Appraisal system; and our Teaching School Alliance, The Lion Alliance.



The new Frog Appraisal site allows colleagues to access their appraisal, moving away from paper based systems, as well as enabling them to upload their reflections and create a portfolio of their work.



The CPD booking system provides access to the comprehensive CPD programme offered across the FPMAT.



Finham Park MAT have worked with Frog Education to develop these two systems. The Appraisal platform and CPD booking system are brand new developments which were designed in partnership. In June, Bernadette Pettman was a guest speaker at the Frog Education Annual Conference in London. She spoke about the development of the two new Frog platforms and the work of FPMAT.



Frog and FPMAT are delighted that their work on these new systems has been nominated for and is a finalist for the BETT Awards 2019. Mark Bailie and Bernadette Pettman will be representing FPMAT with Frog Education at the Awards Ceremony on 23rd January in London.



FINHAM PARK
SCHOOL

Finham's Leaders of Learning LoLs

1. **Chat** to a LoL for inspirational ideas or to reignite your passion for T+L
2. Book a LoL for a **CPD session** [in or out of school hours]
3. Book a LoL for a **department meeting**

ALL BOOKINGS TAKEN VIA A FORD

EXPERIENCE/EXPERTISE

I think my great experience in marking GCSE papers and practical performance. This has provided me with 'a good eye' for marking and feedback. I think marking exam papers enabled me to revamp my teaching and look at important areas the exam and how we can deliver them differently.

CPD I CAN OFFER

The importance of relevant exam questions!



NAME Cheryl Chester

BIO (ROLE, SUBJECT, HOW LONG AT FINHAM, INTERESTS, ETC.)

I have been teaching 11 years and have worked in four schools, all with a different ethos and challenge. I have been head of department, assistant head of year, and had a whole school TLR. I now am second in department and think I have good experience in a variety of areas in PE.

EXPERIENCE/EXPERTISE

Led a variety of teachmeet sessions on AFL / mobile learning

Seconded to SSAT in a mentoring capacity to schools in London on embedding Dylan William's formative assessment practices

PGCE Subject Mentor at Warwick Uni

Regular contributor to school CPD programme

Trained archery coach, t'ai chi and kung fu teacher

CPD I CAN OFFER

Google for learning (Classroom, docs etc)

Effective use of FROG

Mobile technology for learning

Flipped learning

Building positive relationships

Combatting stress

Strategic schemes of learning

Lesson planning for effective learning

Effective feedback

Quizlet as an AFL tool



NAME

Mike Gunn

BIO

Head of Creative Arts at Finham since 2009; Teacher of Film and Media

Taught Media, Film, MFL, Maths and PHSE in four schools since 1995

Interests include:

Sarcasm, t'ai chi, self-defence, archery, cooking, badminton, reading, films, foreign travel, philosophy and looking after my family. Not in that order. Except for the sarcasm.

Professional coach

EXPERIENCE/EXPERTISE

I have particular expertise in / experience of using technology in the classroom to support teaching and learning especially within the fields of:

- Collaborative Planning
- Peer, self and teacher assessment
- Workflow (i.e. setting, managing and marking work)
- Independent working
- Managing coursework in practical subject

I am a Google Certified Educator (Level 1 working towards Level 2)

CPD I CAN OFFER

All of the above – particularly Google-related (use of G-Suite to support responsive teaching)



BIO

Teacher of Computing/IT/Business Studies. I have been at Finham for over 20 years!

My out-of-school interests include family, football (grassroots and League 1) reading, music (playing, listening & gig-going) and cinema.

EXPERIENCE/EXPERTISE:

Lead on Key Stage 5

3 years as an assistant examiner

CPD I CAN OFFER:

Stretch and challenge – Teaching to the top.

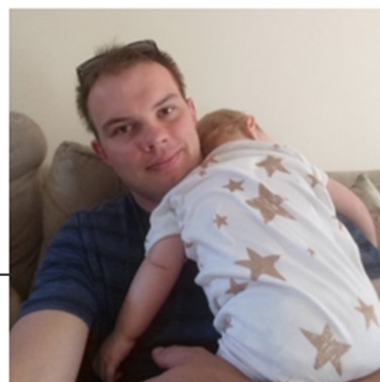
Effective transition from Year 11 to Year 12.

Making Knowledge Organisers work for students.

Marking and mark sheets.

Talk for Writing

Boys...

**BIO**

2 i/c English (Lead on KS5)

5 years at Finham Park

EXPERIENCE/EXPERTISE

Differentiation strategies for the lower ability and lazier students.

Strategies to help engage boys

'Take-away' / 'Pick n Mix' homework tasks

CPD I CAN OFFER

Managing your workload as a Trainee/ NQT

Planning lessons that engage boys

Planning lessons that imbed differentiation

**Ellie Boyce**

I am an English teacher!

I started my teaching journey at Finham Park as a trainee in 2016 and loved it so much I didn't leave!

EXPERIENCE/EXPERTISE

Creating well scaffolded engaging resources for mixed ability groups with retrieval type activities.

Creating FROG sites for shared use by staff and students.

Adapting ideas from Twitter and incorporating them into planning.

CPD I CAN OFFER

Using FROG.

Resource development in MFL.



NAME Jenny Staton

BIO

I'm second in the MFL department at Finham. I currently teach French and Spanish, but have also taught German and Mandarin during my career. This is my ninth year at Finham, having previously taught in SW London.

EXPERIENCE/EXPERTISE

- Year 11 Coordinator
- Part of the working and planning team of KS3/KS4 maths
- Cross-curriculum planning of Discovery
- KS3-5 teacher in maths
- MMath – specialised in fluid mechanics

CPD I CAN OFFER

Motivating low attainers

Recall and retention

Planning of cross-curricular activities

Exam answering techniques



NAME

Laura Heritage

BIO (ROLE, SUBJECT, HOW LONG AT FINHAM, INTERESTS, ETC.)

- Year 11 Maths Coordinator
- In my 3rd year at Finham Park from NQT.

EXPERIENCE/EXPERTISE

Former head of college
Leader of different projects including competitions, whole school rewards, behaviour data tracking and whole curriculum days.

CPD I CAN OFFER

- Effective Marking
- Using spreadsheets
- Making interventions work
- Restorative conversations
- Handling difficult conversations



NAME: Lewis Baker

BIO

I am current 2nd in Maths and leader of KS3 but I have also been a college leader for 2 years. This is my 3rd year at Finham and 8th year qualified.

I am always working to get the most for every student and I am intrigued by the link between attendance, behaviour and attainment.

EXPERIENCE/EXPERTISE

Previous experience in special measure schools with challenging behaviour.

CPD I CAN OFFER

- Engagement of boys
- BfL
- Restorative conversations
- Verbal feedback
- Structured and effective peer/self assessment



BIO

Teacher of Drama

This is my fourth year at Finham.

EXPERIENCE/EXPERTISE

- KS4 and 5 working/planning team within the maths department.
- MA (Mathematics) Education Innovation: Teaching and Learning (Problem Solving)
- Teacher of key stages 3,4 and 5
- Taught primary and secondary years (Malaysia) – English, Science, Maths.

CPD I CAN OFFER:

1. PGCE/ School Direct/ NQT: Lesson Planning, AfL techniques, homework structuring and setting, teaching methods and approaches.
2. Creating knowledge organisers



NAME: Samson Yap

BIO (ROLE, SUBJECT, HOW LONG AT FINHAM, INTERESTS, ETC.)

- **Role:** Teacher of Mathematics
- 2 years at Finham
- **Particular interest:** Psychology behind learning mathematics.

practice
development
inspiration
COACHING
mentoring
knowledge
motivation
training

When we plan for our curriculum at Finham Primary School we follow a 6 Week Learning Cycle.

ALL members of the school teaching and learning team get together to collaborate and ensure skills and talents are maximised during planning and best practise is shared.

During the 6 weeks a series of focused sessions, quality assurance activities and moderation activities take place to ensure that the teaching and learning is having the best possible impact on standards and progress and is consistently applied across the school.

6 week learning cycle @ Finham Primary

Teacher Day for ALL staff to plan and support planning.

Using Classroom Monitor to plan Creative Conversation centered around a key text or texts, Literacy and Numeracy Overviews, Blue Planners, Library Resources, FROG Page and Focused Interventions. *Termly overviews to also be agreed and shared with parents on the first day of the learning phase.*
Foundation stage to ensure the 6 week plan of 'Development Matters,' ensures coverage of EYFS.

Week 1 – Phase Meeting – Ensuring targeted interventions are set up, structured conversations are planned for and thematic learning, resources and timetable/diary are clearly shared and understood. Behaviour Records are up-to-date. A meeting pro-forma will be shared and outcomes monitored by Phase Leader to look at impact.

Week 2 – Staff Meeting – CPD Input

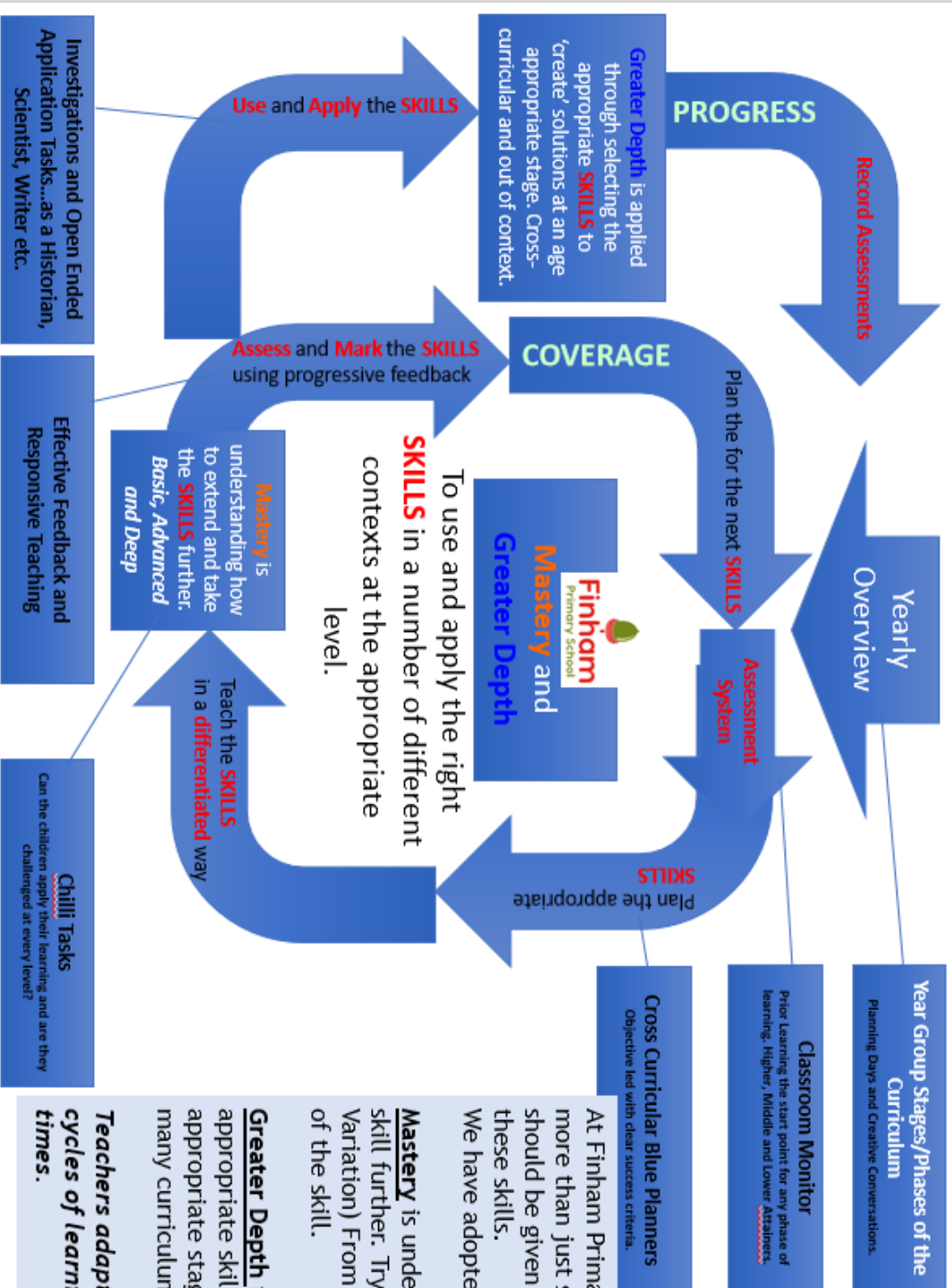
Week 3 – Numeracy Moderation (EYFS to look at the prime areas of learning.)
(In the last phase Transition with the new teachers.)

Week 4 – Literacy Moderation (EYFS to look at the prime areas of learning.)
(In the last phase Transition with the new teachers.)

Week 5 – Staff Meeting – CPD Input

Week 6 – Pupil Progress, AfA and SEND impact review to ensure everything is in place for the planning day and coverage of the curriculum is on track.
(Pupil Progress will continue to take place termly with SLT and the mid-term progress report and end of year reports to parents fit within this cycle.)

Staff Meetings will be on a Wednesday Evening, Subject Moderation will continue during Thursday's assemblies and Teaching Support Meetings will take place during Wednesday's assemblies.



At Finham Primary it is important that curriculum is more than just skills based coverage and children should be given the opportunity to further apply these skills.
We have adopted the understanding that:

Mastery is understanding how to extend and take a skill further. Trying it in different ways. (Procedural Variation) From a **Basic, Advanced to Deep** learning of the skill.

Greater Depth is applied through selecting the appropriate skills to create solutions at an age appropriate stage. Often out of context and across many curriculum areas.

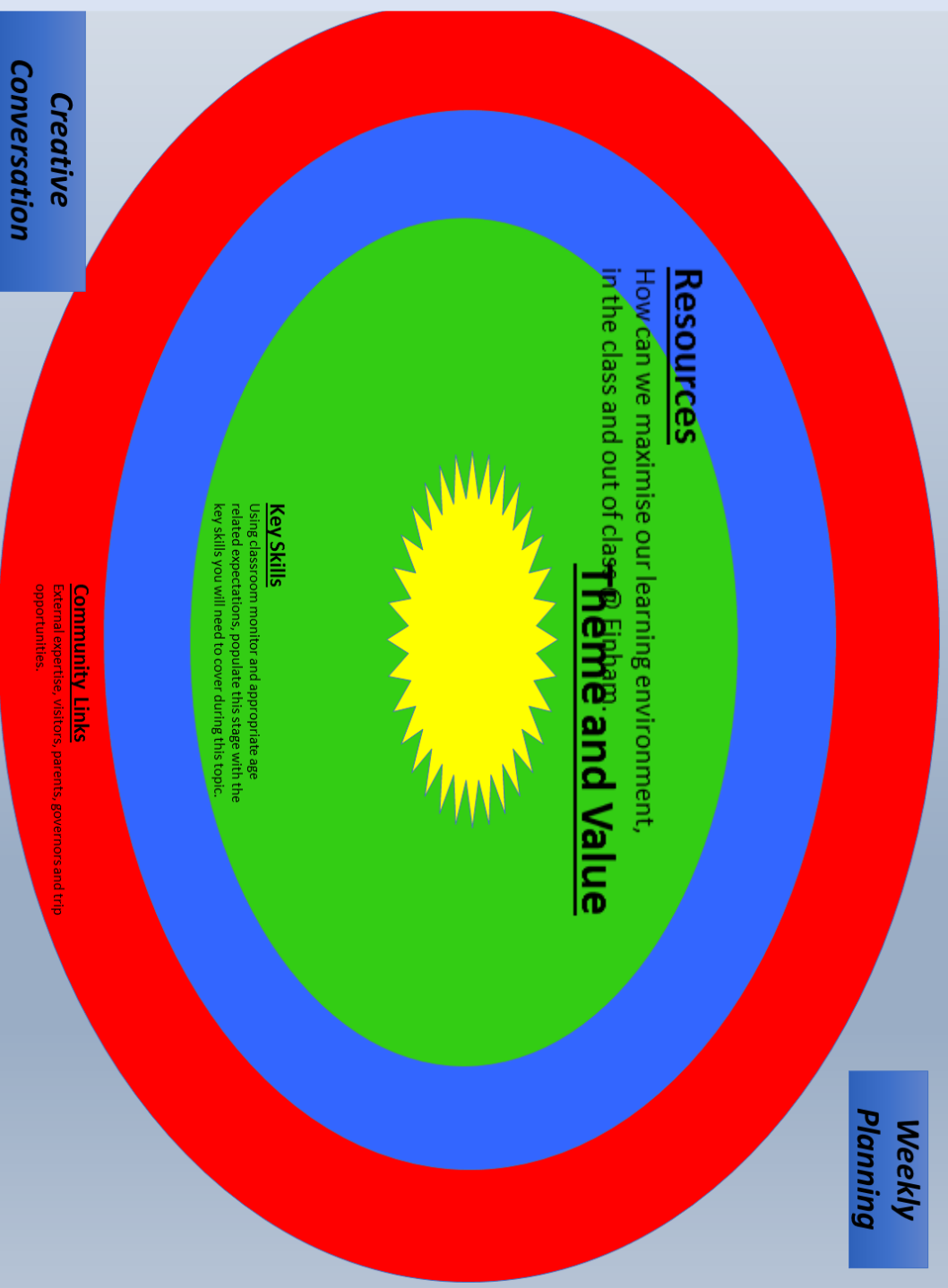
Teachers adapt their planning to ensure the right cycles of learning are happening at the right times.

Stage One

The Creative Conversation.

ALL members of the school teaching and learning team get together to collaborate and ensure skills and talents are maximised during planning and best practise and specialisms are shared. Classroom Monitor is used to highlight which key skills need to be taught and this is cross referenced with the MAT Curriculum, a co-constructed progression of skills from EYFS to KS3 and beyond.

It is an overview of what is being taught over the following 6 weeks and maximises local resources and community links.



Ensure their progress through the unit is appropriate to prior ability and provides appropriate stretch

Phase 1 – Imitation

Let's learn the text and hook them in

Familiarisation with the genre/text type

Children need to understand the purpose and audience. Why are they writing and who will read it? Establish key language features of this genre.

End of unit writing outcomes – KPis

Low Attainers (WTS) –

Middle Attainers (EXS) –

High Attainers (GDS) –

These are key outcomes as well as children's individual targets in their Independent Writing Books.

Phase 2 – Innovation

Let's change the text and write like the text

- Capture ideas & oral rehearsal
- Drama and role play (to develop text structure & features)
- Make a story map
- WAGOLL (Use our reading)
- Toolkits constructed
- Book talk
- Analyse 'ingredients'
- Box up structure

- Write an alternative ending
- Change a character
- Change a setting
- Write it from another point of view
- Writing in role
- Word and language games
- GPS GPS GPS

Teacher Demonstration

- Model writing (how does it link to GPS?)
- Writer talk
- Teach writing skills needed for this type of text
- Guided writing
- Shared writing

Phase 3 – Invention

Let's make up our own
End of Unit Extended Write

- Boxing Up/Plan
- Draft
- Edit & Improve
- Publish

Links to reading

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieve
- Summarise/Sequence

In Literacy & Guiding Reading

Stage One

Once the Creative Conversations have been finalised, teachers carefully plan for writing using the 'Literacy Writing Unit Plan to; Persuade, Entertain, Instruct, Explain, Discuss, Recount or Inform.'

The children's 'Independent Writing Targets,' - 'End of Unit Writing Outcomes' and the *National Curriculum Key Performance Indicators (KPI's)* underpin the planning of writing.

Writing at Finham Primary School follows 3 key phases and can take up to 3 to 4 weeks to complete.

Phase 1 – Imitation

Phase 2 – Innovation

Phase 3 – Invention


The 'Planning Circles' support the weekly planning and give a clear overview of the learning journey the children will be taking to be successful writers in this unit.

Curriculum Weekly Planning.



Year Group Teachers collaborate each week to carefully plan the lessons for the following week.

They are always mindful of the ***'Responsive Teaching and Learning Expectations'*** of the school and use this clear framework to focus their planning to ensure every learners journey is maximised.

Finham Primary School Weekly Planner – Year 6 – Autumn 2018 – Week 1					
<div>  <div> Date: _____ </div> <div> Theme: _____ </div> </div>					
Key Value	Key Skills	Depth and Mastery	Responsive Teaching and Learning	Maths, Reading and Writing Opportunities	Resources
	New Skills Taught Skills Revisited Colour code these in the planner to ensure that the learners are working at the correct next step based on clear AFL processes.	Chilli Task Plans that explore stretching and deepening the children's understanding of the SKILLS and investigation and themed opportunities to apply Mastery of the skills to 'create solutions'. (What does success look like?)	A brief overview of how you are intending to facilitate the learning during the session, timings of the sessions and curriculum subject/s addressed. What is the HOOK ? How are the higher, middle and lower attaining groups being set up based on key skills being delivered to differing abilities in the class. <i>(Remember to use AFL systems in school.)</i>	How does the curriculum work directly support the weeks maths, reading and writing targets?	How is the learning environment at Finham and beyond being maximised to support learning? Include key texts and any planned trips.
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Please ensure a photo of your weekly planner is put on FROG by the Friday before it is taught. Weekly Plan - Year 6 – Autumn 2018 – Week 1

How the **'Responsive Teaching and Learning Expectations'** of the school fit into how teachers plan.

Teachers will focus on the key aspects at the key times to ensure ALL children are catered for and adapt their planning and thinking throughout the lesson and the week.

The template of the ***‘Responsive Teaching and Learning Expectations’*** is used for quality assurance and observations of teaching and learning and lesson studies are fed back using this process.

Finham Primary School	Date: _____	Finham Primary School Weekly Planner – Year _____			Theme: _____
Key Value	Key Skills <i>New Skills Taught</i> <i>Skills Reinforced</i> Colour code these in the planner to ensure that the learners are working at the correct next step based on clear <i>ATL</i> processes.	Depth and Mastery <i>Challenge</i> Task Plans that explore stretching and deepening the children's understanding of the <i>2018</i> and investigation and themed opportunities to apply Mastery of the skills to 'create' solutions. (What does success look like?)	Responsive Teaching and Learning A brief overview of how you are intending to facilitate the learning during the session, timings of the sessions and curriculum subject/s addressed. What is the <i>HOOK</i> ? How are the higher, middle and lower attaining groups being set up based on key skills being delivered to differing abilities in the class. <i>(Remember to use ATL systems in school.)</i>	Maths, Reading Opportunities and Writing How does the curriculum work directly support the week's maths, reading and writing targets?	Resources How is the learning environment at Finham and beyond being maximised to support learning? Include key texts and any planned trips.
Monday			A Responsive Teacher at Finham Primary School will be following these thought processes when they plan for the learning for each lesson.		
Tuesday			<p>Finham Primary School Where is my Learning going?</p> <p>Expectations 1. All lessons are clearly planned and differentiated. 2. Children know what support looks like. 3. Lessons are subject/subject/subject. 4. Prior Learning always tracked and monitored.</p> <p>Hook This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Teaching Input This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Check in and Act This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Q&A Mastery This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Application, Understanding and Greater Depth This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>E&S Mastery This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Review and Challenge This lesson will start with a hook that is designed to engage the children and set the context for the learning.</p> <p>Quality Peer and/or Self-Assessment, Meaningful Teacher Feedback and Teacher Assessment which children act upon.</p>		
Wednesday					
Thursday					
Friday					

Discrete activities in a variety of units available to enhance the use of CBQs by the children before the start of the year. Year 6 – Autumn 2018 – Week 1

Where is my teaching going?
Where is my Learning Support going?

Check in
and Act...
Track the children's
thinking and adapt

Check in
and Act...
Track the children's
thinking and adapt

Review
and
Challenge

Responsive Teaching and Learning

- Expectations**
- 1 - All lessons are clearly planned and differentiated, specifying what children will know and be able to do.
 - 2 - Children know what success looks like.
 - 3 - Lessons are sufficiently challenging.
 - 4 - Prior Learning drives all Teaching and Learning.

Prior Learning

What is Classroom Monitor telling me about the children?
What is test data telling me about the children?

Hook

(Does every child need to start the learning in same way?)
How are you going to set the learning, a scenario, a key question, an artefact, a video, a demonstration... How are the children going to buy in to this learning?
Do all the children need to be together to start? Can the higher *Ability* start with a challenge and feedback after you have done the key teaching?

Learning Objective

Is it appropriate? Does it need to be differentiated?
Success Criteria:
These need to be explicit and clearly scaffold the children's learning.
Children need to have ownership and understanding of these to be successful and to use them as a checklist, referring to throughout the lesson.

Lower
Ability

Middle
Ability

Higher
Ability

Teaching Input

Is this the same for all the learners?
What teaching do these children need?
Can they just get going?
Do they need scaffolding?
Do they need to explore, clarify or practice?
When are you going to Check in and move them on?
Do I need to plan HO or open ended questions?

Teaching Input

Is this the same for all the learners?
What teaching do these children need?
Can they just get going?
Do they need scaffolding?
Do they need to explore, clarify or practice?
When are you going to Check in and move them on?
Do I need to plan HO or open ended questions?

Teaching Input

Is this the same for all the learners?
What scaffolding and support is needed for these children to answer their key question?
What resources are needed to support the learning?
What intervention or prior learning do they need to access the lesson?
Does the teacher need to be supporting these children whilst the other children can just get on?

GDS Mastery

The procedural variation of a skill
We need to be clear about what Higher *Ability* Mastery should look like for this learning objective. Can this process start sooner for these children. Can the children apply the skill in different ways?

GDS Mastery

Do they need more practice or can they be moved on?
How do you know?
Spot Marking?
Is more clarification needed?
What might need extra teaching?
Have they been given enough quality time to practise?

GDS Mastery

Do they need more scaffolded practice or can they be moved on to practice independently at their level?
Is the success criteria still clear and being worked towards?
Can the learners see their steps to success, even if they are small?
Do the learners need more focused teaching and support?

Application, Understanding and Greater Depth

The application of a number of skills to demonstrate greater knowledge and understanding
What opportunity can be created to explore this?
How can the children make connections with other learning and subjects to show deeper understanding? Is there any self-directed learning that the children can take away with them?

EXS Mastery

The procedural variation of a skill
We need to be clear about what EXS Mastery should look like for our *Ability*. This is not a test but the learning experience should lead to this point. Can the children apply the skill in different ways?
Could any children be enriched even further?

WTS Mastery

The procedural variation of a skill
We need to be clear about what WTS Mastery should look like for our lower *Ability*. This is not a test but the learning experience should lead to this point. Can the children apply the skill in different ways?
Could any children be enriched even further?

Can the learning be moved on?
Hinge Questions:

Can the learning be moved on?
Hinge Questions:

Can the learning be moved on?
Hinge Questions:

Can the learning be moved on?
Hinge Questions:

Children's learning is the focus of each lesson at Finham Primary School and we aim to have less teacher talk and more learner talk.
We follow the 20/80 rule (20% of the lesson is teacher input/80% of the lesson is children doing.)

Chilli Challenge Can the children apply their learning?
Do the challenges ensure all learners think deeply and engage in healthy struggle?

Quality Peer and/or Self-Assessment, Meaningful Teacher Feedback and Teacher Assessment which children act upon.

Stage 3 - Feedback and Assessments

At Finham Primary School we have created a Feedback and Engagement Policy which we use to respond to children's learning and help us adapt future planning as part of our Assessment for Learning (AfL) Cycle.

Children's Learning is regularly assessed and moderated and we update Classroom Monitor to record the children's learning.

This learning forms the basis for future planning, teaching and learning and the cycle starts all over again.



Feedback and Engagement Policy and Practice



"The right feedback at the right time has the greatest impact on progress!"

Education Endowment Fund

At Finham Primary we believe that 'Effective Feedback' is the key to ensuring progress is maximised and that the learners '**engage**' in that feedback is the most important part. Feedback can come in many forms, marking work, making assessments, setting targets to verbal feedback.

The most powerful feedback takes place when the learner is **engaged** in a learning conversation with their peers or their teachers at the point of learning. This underpins all our feedback in school, from the way we feedback on children's behaviour, recognise their values to giving encouragement across everyday school life. From the day the children start at Finham, that level of **engagement** underpins everything we do.

Recording those feedback engagements ensures that we are constantly planning for progress and have a detailed record of the children's successes and areas for development. Teachers use the '**Classroom Monitor Mark Book**' to ensure that the feedback and engagement with the children is maximised and this is used to report to parents, inform planning next steps, setting targets and celebrating progress and success.

We record our feedback in the following ways:

Deep Marking - When key pieces of work are marked to bring out a high level of detail to support the setting of targets and key areas of next step teaching. Planned Extended Writing, End of Unit Writing, Maths Investigations, Science Investigations. End of Topic Reviews.

On Track Marking - 'Coded Marking' against the key skills needed to meet a larger learning objective. (All lessons are 'Objective Led' and these codes will reflect the children's understanding against these objectives.

Objectives are highlighted **Green** = Achieved, **Amber** = Working Towards and **Red** = Not Achieved.

SP = Spelling

O (Empty Circle) = missing punctuation

^ = missing word

W/igly line = Grammar Error

? = Re-phrasing

(These codes will be targeted and used at the teachers discretion and based on the lesson focus and child's targets. They are not there to highlight every mistake as over marking has a negative impact on progress.)

Spot Marking - When a teacher puts in key checkpoints during the lesson to move the children on or to consolidate the learning. At this point the children need to either '**Prove It**' (apply the skill) or '**Practice It**' (Consolidate the skill.)

Mastery Feedback comes when the children are **engaged** and start to self assess and improve, and peer assess and improve. This gives the feedback greater ownership and the best examples of this lead to accelerated progress.

Children **engage in feedback in the following ways:**

Self Marking - Checking their answers.

Self Assess - Children put their finished work in a colour coded box based on how they feel they have got on against the objective.

Green = Achieved, **Amber** = Working Towards and **Red** = Not Achieved.

Peer Assess - Scaffolded opportunities to '**engage**' the children in supporting each other.

Editing Pen - Children have a '**Green Editing Pen**' that is specifically used to edit and improve their work and punctuation.

Red Pen Question - Children respond directly to questions set by teachers in '**Red Pen**'. These questions can be directly in the children's work, displayed on the board or verbal, and direct the children to move their learning forward.

Teachers are constantly adapting their planning in light of these continual feedback processes.



FINHAM PARK
SCHOOL

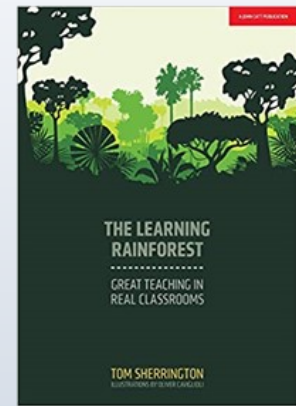
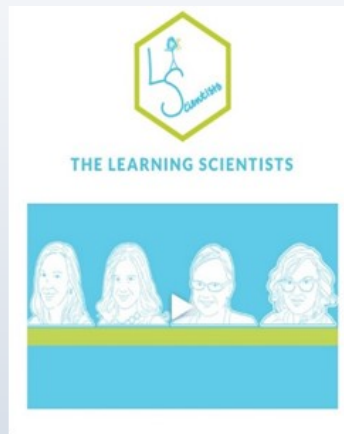
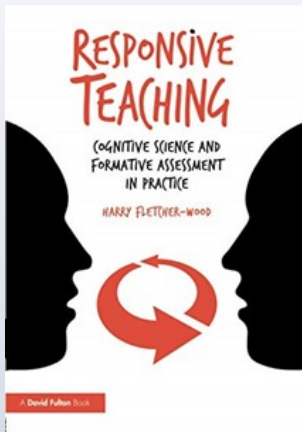
Engaging with academic research

Finham's Teaching and Learning community groups (TaLk) for 2018/19 met for the second time this term. So as to continue work on their chosen element of Responsive Teaching, all groups began the workshop by sharing the successes and failures of the last few weeks.



Our Responsive Leadership group (being trialled for the first time this year) kicked off their discussions by focusing on the creation and use of knowledge organisers. Both Avneet and Matt were able to observe Lucy's Yr11s and so see this resources in action. In a similar vein, Mike then showcased his PLCs (personal learning checklists) he's trialling with Yr11, commenting the student voice had been very positive so far. Matt continued the theme by sharing his FROG based resource packs for Yr11 which include a wide range of exam questions. He also shared the fantastic idea of students creating revision resources, such as cue cards, which are then collated and passed directly on to parents so as to better support their revision.

Then it was time for the new learning element of the workshop and for the first time in our TaLK history, every member of staff was provided with a small pack of academic articles and/or blogs related to their specific Responsive Teaching project. Staff were gifted articles from a wide range of current educational sources, most notably:



Staff then engaged in reading, discussion and debate sparked by their articles.



Following the new learning time, staff were then encouraged to spend time 'doing' – creating a resource, planning a lesson, etc. Once complete, staff ended the session by completing their personal action planning documentation and arranging invaluable peer observations.

Hopefully staff will now be able to trial elements of the academic research. I can't wait to see what we have submitted for our Autumn Term WOW Week (19th December).

Alex Ford

Year 7 D&T student leaders in practical lessons has been a great way to enable students to develop their leadership skills and help them reflect on links to careers at the same time.

The four roles given out each lesson have different responsibilities including recognising great work by other students in the class. For example they have to look for high quality, accurate practical work, safe working practices and excellent effort and progress. Students have to justify their choices, which are rewarded with stickers, and it is helping to develop understanding of the success criteria in the projects and also the subject specific vocabulary and knowledge of materials, tools and processes needed.



Liz Allton



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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>

Lyng Hall

Headteacher: Paul Green

Address: Blackberry Lane, Coventry, CV2 3JS

Tel: 024 7672 4960

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

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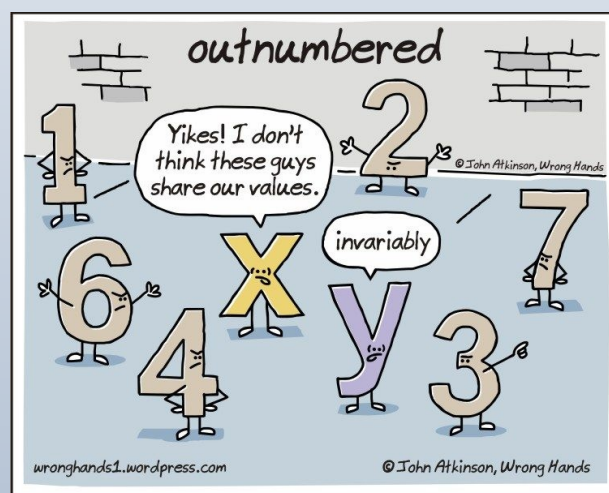
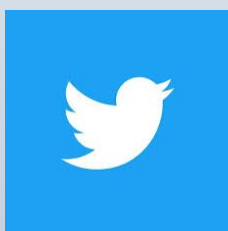
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B Pettman



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