

# Finham Park Multi Academy Trust

## *World Class Education*

Spring 2019

Edition 7



## Finham Park MAT Conference



## Teaching and Learning

*Responsive Teaching*



## Guest Writer

*Jane Buggins*



## Lion Alliance

*Teaching School Alliance*



# Welcome from Mark Bailie



Dear colleagues,

Welcome to the new edition of 'World Class Education' and a huge thank you to all of you who have taken the time to contribute excellent articles and thought provoking, practical tips on how to develop the best practice in the world!

I am delighted to report that reading and literacy have been a consistent theme across all our schools—underpinning our recent focus on Responsive Teaching and supporting more of our students in reaching age related expectations more quickly, whilst encouraging wider reading for enjoyment. Initiatives currently embedding in our schools include Accelerated Reading; staff and student book clubs; creative writing clubs; and subject specific word development in all curriculum areas. The recent book launch I attended at Lyng Hall is worth a special mention though—so many Year 8 students contributed creative writing pieces to the Young Author Project, that a whole book has been published to allow them all to be included—watch out for 'Silver' on the best seller shelves soon!

'World Class Education' also welcomes Jane Buggins this term. Jane has quickly settled into life at Finham Park and is already making a huge impact in her leadership of the Lion Teaching School Alliance—bringing our vision to fruition and ensuring all 18 of our strategic partner schools (9 Primary and 9 Secondary) are all involved in delivery and gaining opportunities to recruit trainee teachers for next year.

The annual MAT Conference in January has disappeared into the distance already but it is worth reflecting on the day briefly. It was the first time that

that we managed to get almost 400 colleagues together—and feedback from you was extremely positive—I hope some colleagues have proudly displayed their doting ‘selfies’ with our guest speaker, Colin Maclachlan on the TV—do people still do that?!

Have a fantastic half term break and enjoy the time with friends and family—work will still be there when you get back!

**Mark Bailie**  
**Executive Headteacher**

Silver: And Other Stories, by the students of Lyng Hall School

An anthology of short stories by the students of Lyng Hall School on the theme of ‘Humanity’s Darkness’.

Available to purchase from  
Amazon on Kindle or in print





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## Finham Park MAT Conference

**Monday 7th January 2019**



On Monday 7<sup>th</sup> January 2019, all staff from across the Finham Park MAT came together at our annual conference at The Welcome Centre.

The conference provided colleagues with an opportunity to come together, network, attend workshops and share best practice. This year's

conference was attended by all staff, teaching and associate staff, together.

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

The day began with a welcome address by Mark Bailie, Executive Headteacher. Mark welcomed colleagues and gave a presentation on the news, ethos and values of Finham Park Multi Academy Trust.

Mark reflected on Responsive Teaching, our 3 year Teaching and Learning cycle across the Finham Park Multi Academy Trust, and summarised some of the key points.



Mark also spoke about The Lion Alliance, the Teaching School Alliance. He outlined the flat model of the Alliance which goes much further than Finham Park Multi Academy Trust and allows greater collaboration and impact.

Mark also reminded us that teaching is more than an job—it's a privilege!



The four headteachers Paul Green, Lyng Hall School; Richard Machin, Finham Primary; Chris Bishop, Finham Park; and Russell Plester, Finham Park 2



were then put on the spot with a Question and Answer session hosted by Mark Bailie. They were asked questions about their own teaching experiences, their schools, Responsive Teaching, as well as a few curve ball questions such as their favourite pantomime character!



Paul Green spoke about Responsive Teaching and the positive impact on learning. He led a workshop on this throughout the morning.

Chris Bishop explained that curriculum design is much more than just timetables, but getting children ready for the work place.



Russell Plester spoke about OOSHL (out of school hours learning) and the opportunities and experiences that enable students to embrace the world.

Richard Machin talked about the benefits of the Teaching School Alliance: training, CPD, School to School Support, but more importantly investing in the future of teaching.



Thank you to all colleagues who led workshops and helped in the organisation of the day. Resources from these workshops can be found on the Finham Park MAT Frog Connect Site—CPD—MAT Training Days.



Supporting Initial Teacher Trainees with Emma Nash, Finham Park School, and Georgina Newton, Warwick University.



Rebecca Diaz, Finham Park 2, led a workshop on Supporting Children in the Classroom



English as an Additional Language led by Vanessa Priest, Lyng Hall School.



Developing Readers, led by Stephanie Gater, Lyng Hall School



Liz Allton, Finham Park 2, led a workshop on Deliberate Practice





Over 175 colleagues joined a Tai Chi workshop. This was led by Louise Tranter, 4th Teng Grade Tai Chi Instructor. Louise has 20 years experience of practising Tai Chi and is part of the Taoist Cultural Arts Association and runs the Westwood Heath Tai Chi Club.



Paul Green, headteacher at Lyng Hall School, led 3 workshops on Cognitive Theory Load. This was very relevant to staff, and all 3 sessions were full, as it informs Responsive Teaching.



Karl Greenhalgh, Finham Park, led a very useful workshop on Excel



Equally popular were the Responsive Planning workshops led by Alex Ford, Finham Park School.





Jo Brake, Finham Park 2, led a workshop on Aspiring SLEs (Specialist Leader in Education). This was particularly relevant as part of the Lion Alliance, we will be recruiting SLEs later this term.



Mandy Gilmore and Rachel Canning, Finham Park MAT, took people through Budget Management.



Clive Billington and Sarah Young led a workshop on Health and



Rebecca Diaz, Finham Park 2, led a well attended workshop on the important issue of Mental Health and Well-being





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The conference also gave colleagues the opportunity to network across the Multi Academy Trust. Colleagues were able to build on the existing networks within subjects and departments, allowing them to draw on expertise across the MAT.



Departments used this time differently, with some choosing to review curriculum or Schemes of Learning, moderate or develop enrichment opportunities for students.

Whilst the new Frog Connect site allows staff to share resources, it is also important for them to come together 'face to face'.



to-



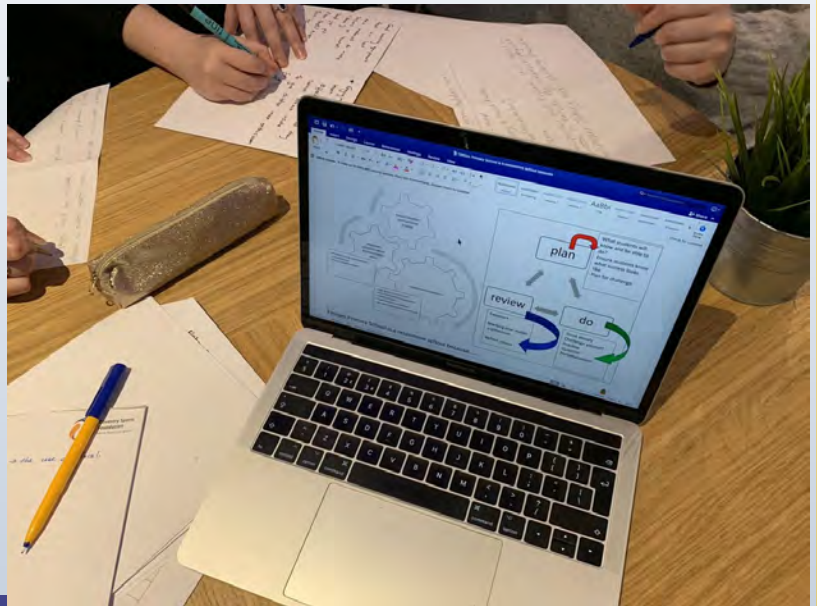
Later this term middle leaders will be asked to share resources through Frog Connect. This will help develop a bank of resources for moderation, mapping skills progression, as well as sharing best practice.



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Colleagues also used network time to share their work on Responsive Teaching.

Colleagues from Finham Primary used the time to develop 'Plan, Review, Do' as part of their Responsive Teaching planning cycle.



They then applied it to their Early Years curriculum planning.

After lunch, all colleagues from across the Finham Park MAT came together and Mark Bailie reflected on the day prior to introducing the Keynote Speaker, Colin Maclachlan.







Colin Maclachlan, our Keynote Speaker, proved very popular with colleagues.

Former SAS Member, and star of Channel 4's SAS: Who Dares Win, Colin Maclachlan, spoke honestly and from the heart when he spoke to a packed audience in the afternoon.

Colin spoke about his own journey and background, which was varied to say the least. He entered the Royal Scots when he was 15 and served with them for 10 year before joining the SAS. Colin served with the SAS for 12 years and during that time was involved in some of the most high profile SAS missions. Colin shared some of his experiences including hostage situations as both a hostage negotiator and as a hostage himself.

Whilst Colin reflected on events many of us have never and would never experience ourselves, he did inspire us to think about how we deal with different situations. Colin spoke about finding himself in a situation he had never had to deal with before and the need to install confidence in others as a leader.

Colin also spoke about resilience and drew on his worst experiences, when he was taken hostage, to reflect on how we make ourselves stronger and keep going when facing difficulties.



It was also interesting to learn how Colin valued education and put himself through university on leaving the Armed Forces. Colin studied at Edinburgh University where he gained a First Class Honours Degree.

**Bernadette Pettman**



## The Lion Alliance

January marked the beginning of an exciting era in The Lion Alliance Teaching School. Further to our designation as a Teaching School in September 2018 we have been developing our alliance, forming a partnership with schools across Coventry and Warwickshire, which now consists of *9 Secondary Schools and 9 Primary Schools*. This is providing us with an incredible opportunity, for colleagues within our alliance to develop their classroom craft and learn from one another.

### **Do you remember the year you trained to teach?**

It's usually a year which evokes memories of tears and laughter; I'm sure we all possess an anecdote or two about that first year in the profession. For me, I remember the incredible support I received in both of my placement schools and the inspirational moments where I observed classroom practice which transformed my own craft in the classroom. It was the beginning of a journey.

In 2018 fifteen trainees joined our alliance and are now already half way through their training year! There is something utterly refreshing about the infectious enthusiasm of trainees in their first year; many will return to their first placement school after February half term to continue their journey into officially joining the teaching profession – a profession which is like no other, a profession which enables us to really change the lives of young people.

### **Did you know that we now have spaces for both Secondary and Primary trainees to train in our alliance from September 2019?**

Despite us only being half way through this year, we are already preparing for trainees who will join us in September 2019. Through Warwick University, we are offering prospective trainees the opportunity to come and train at one of our schools in The Lion Alliance, next academic year. We have already offered several places to trainees, across a range of specialisms and are busy meeting and interviewing future trainees; we're looking forward to welcoming them to the teaching profession.



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

## The Lion Alliance

A pioneering world class teaching school alliance that trains teachers to innovate and inspire the current and future generations

### Our strategic partners



We are recruiting for:

- Primary

Secondary:

- Chemistry
- English
- Maths
- Art and Design
- Computing
- Geography
- History
- Modern Languages

### Sports England

Following the successful bid of funds to develop expertise in teaching specialist areas of PE, colleagues from Secondary Schools in our alliance are coming together to meet at Finham Park School on Friday 15<sup>th</sup> February, to strategically plan training for PE specialists and further broaden the PE curriculum for students.



## The Lion Alliance Open Day 2019

We held our second open day earlier this week, on Tuesday 12<sup>th</sup> February, through Train to Teach at Finham Park School. It was fantastic to meet prospective trainees. Colleagues from the 8 Secondary Schools in our alliance attended along with Warwick University. It was an exciting morning, offering future trainees the opportunity to observe lessons, tour the school and speak to current trainees, NQTS and RQTs about their experiences in the first years of their career.







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c/o Finham Park School



Jane Buggins

Head of Teaching School

Assistant Head, Finham Park



Kerry Flinn

Teaching School Administrator

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

*Follow us on Twitter:* @lion\_alliance



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



## Curriculum Planning and Cognitive Load

This term all directorates have been working on applying the ideas behind Responsive Teaching and Cognitive Load to the curriculum.

The most important focus, is ensuring that all teachers and students know what the powerful knowledge is, how it can be delivered in the time available, how information can be made explicit, what misconceptions do we have to overcome, how learning is sequenced, to ensure the best gains and recap and any horizon knowledge to provide a hook to future learning.

Harry Fletcher-Woods Chapter 1 on: “How can we plan a unit when we want students to learn so much, and have so little time?” has been a useful starting point for many.

The key headings are vital:

1. **Focus on powerful knowledge** - *(we can't cover everything, so how do we use the hours we have to make the best gains and ensure a confident learner?)*
2. **Specify what students should learn** *(be very specific and consider the cognitive load. What is it that students will have in their heads when they leave your lesson? Do they have that powerful knowledge? How do you know?)*
3. **Identify connections and threshold concepts** *(there needs to be a hook between learning—what methods do we teach across the directorate, are we teaching things in the same way, so different teachers are building on previous learning? What learning comes next?)*
4. **Plan units, not lessons** *(what does the journey look like and how are you getting the students there? How are you capturing the powerful knowledge?)*

If you only read one part of the book, make it this one. It's focus on capturing powerful knowledge and containing it through knowledge organisers is powerful.

The attached are very small snapshots of where directorates are, with some explanation. It serves as a starter for you to go and find out more about how to use the best curriculum and medium term plan.



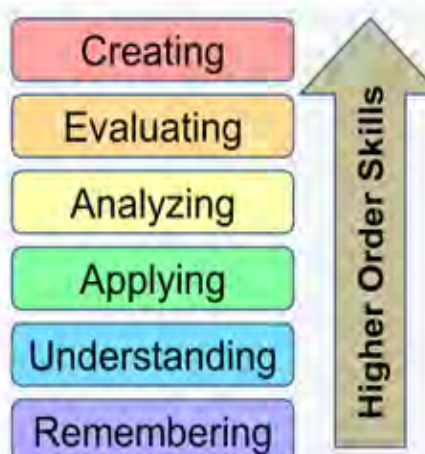
# The following pages share examples from English, Science and Humanities.

## English

### LONG TERM PLAN – ENGLISH DIRECTORATE

#### How to measure your students' progress journey of Reading Skills?

As a skills based subject, the journey towards progression focuses on the same four areas. These four areas are repeatedly returned to for 5 years. The progress is determined by the depth of these skills – what is the students' level of competency? Their progression is measured by Bloom's Taxonomy which mirrors the journey of students harnessing the skills required to access their English Language specification – a paper that is entirely unseen. Therefore, it is not reliant on knowledge recall but on the independent use of a skillset on an unknown text.



	EXPECTATION – ANALYSE Threshold Knowledge	ASPIRATION – EVALUATE Horizon Concepts
AM1	<ul style="list-style-type: none"> <li>✓ Identify a personal comment or reference about a text</li> <li>✓ Acknowledge that an author's purpose is visible</li> <li>✓ Identify relationship between two parts of evidence</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>✓ What about a situation makes me think...</li> <li>✓ What about a situation makes me feel...</li> <li>✓ Recognising writer's methods</li> <li>✓ Selecting evidence of specific methods</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>✓ Locate where a relationship exists</li> <li>✓ Describe a specific link</li> <li>✓ Explain and describe why an author might use a different method</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>✓ Recognise more than one interpretation of a text</li> <li>✓ Identify different critical perspectives</li> </ul>	

These progress charts (featured left) should be used in the students' assessment books and provides a scaffold to observe their proficiency with the respective skillsets.

The level of their entry onto the Blooms' Scaffold is determined by you as the classroom teacher. There is an expectation level which is appropriately determined by your

set, and sometimes year group. It will not necessarily be a linear pattern as their entry is also determined by their legacy of previous teaching. This can sometimes be at odds with where you would anticipate students should be. Through discussion with DOL and DDOL, determine entry point according to student need rather than wider expectation.

At KS3, the central SoW is broken down into a Bespoke scheme for different ability groups (Image to right from 8M and image below from 8G). The beginning of each scheme will identify which strand of Bloom's scaffold you need to address with the group. This aim is the expectation for skills to be acquired in the group.

Overview of TRAM study –	
This is a long-term study of the impact of a challenging text on the development of students' understanding of language and applying this to their own writing.	
Threshold Skills: Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.	
Horizon Skills: Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.	
Key Objectives	Expected Activities
Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.	Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.
Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.	Students will be able to identify language devices (e.g. metaphor, simile, personification, etc.) and explain their effect on the reader's understanding of the text.

There will be individual discrepancies in the group; the horizon concepts column allows for

Threshold:	<ul style="list-style-type: none"> <li>• To identify supporting references in texts and to identify language devices.</li> <li>• To understand the ways in which language is used to create meaning.</li> </ul>
Horizon:	<ul style="list-style-type: none"> <li>• To apply and transform knowledge into a new form of expression.</li> </ul>
File Ideas Questions	ACTIVITIES

students to be individually stretched in different areas. Consequently, it still encourages a movement

## English

forwards. Alternatively, a group may be maintained on the same area of the scaffold but the choice of text they are exposed to deepens the challenge of applying the skill instead.

These trackers are then highlighted according to what term they are addressed, or achieved. The skill cannot just be presented once but must be evidenced on at least three consistent occasions, showing the skill is acquired rather than just recalled. Please use colour coding system below – student example featured beside it.

**AUTUMN TERM**

**SPRING TERM**

**SUMMER TERM**

EXPECTATION / ANALYSIS		EVIDENCE / COMMENT
AO1	Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.	27/10/2019
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	27/10/2019
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	27/10/2019
AO4	Evaluate texts critically and support this with appropriate textual references.	27/10/2019

To support this development of the curriculum at KS3, we are developing a different approach to MTP for the Language Specification. This centres more on approaches to teaching the skill rather than a prescriptive structure of lessons for the Literature Specification.

Skill	Approach	Resources
AO1	Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.	...
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	...
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	...
AO4	Evaluate texts critically and support this with appropriate textual references.	...

Language Route

	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
	20hrs	10hrs	1hr	10hrs	10hrs	20hrs	10hrs	12hrs	10hrs	1hr
AO1	Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts.									
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.									
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.									
AO4	Evaluate texts critically and support this with appropriate textual references.									
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.									
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.									

On this plan, it indicates how long is expected for each question to take. The activities then generate ways in which these skills can be taught to respond to the question type.

These core skills can be clearly traced through the LTP, however the front cover of the MTP is the most significant aspect of our curriculum mapping.

17

Year 11-12 (Year 1)	Scheme Title (Scheme)	Duration (Hours)
<p>The purpose of this scheme is to provide a comprehensive overview of the core skills and knowledge required for the English Language GCSE. It is designed to be a flexible framework that can be adapted to suit the needs of individual schools and teachers.</p> <p>Key objectives of the scheme include:</p> <ul style="list-style-type: none"> <li>• To provide a comprehensive overview of the core skills and knowledge required for the English Language GCSE.</li> <li>• To provide a flexible framework that can be adapted to suit the needs of individual schools and teachers.</li> <li>• To provide a comprehensive overview of the core skills and knowledge required for the English Language GCSE.</li> </ul>		
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the English Language GCSE.</li> <li>• Communication and interaction skills.</li> <li>• Critical thinking and analysis skills.</li> <li>• Creative writing and expression skills.</li> <li>• Research and investigation skills.</li> <li>• Evaluation and reflection skills.</li> </ul>		
<p><b>Key Skills</b></p> <ul style="list-style-type: none"> <li>• Reading and understanding skills.</li> <li>• Writing and communication skills.</li> <li>• Critical thinking and analysis skills.</li> <li>• Creative writing and expression skills.</li> <li>• Research and investigation skills.</li> <li>• Evaluation and reflection skills.</li> </ul>		

How long should this scheme take me?

Knowledge Recall of prior lesson to embed skillset.

Staged Healthy 5 is the frame of each English lesson in each year.

Specific relationship with G.C.S.E. Assessment Objectives.

What's the purpose of the scheme in the larger journey?

Knowledge and Skill Concept Expectations – extrapolated from LTP.

Core vocabulary to be covered as a basic expectation to ensure access to scheme and development of skillset.



# Science

Paragraph

Protect...

Styles

## NEW Science Curriculum 2018 Onwards

Years 7 through to 11 will follow a five-year AQA science curriculum based around 10 big ideas in science. The curriculum map below shows how the 10 big ideas and core concepts are spread and reinforced throughout the 5 years in topics. <http://www.aqa.org.uk/subjects/science/ks3/ks3-science-syllabus>

**GCSE (1-9) Double Science Schema** <https://www.aqa.org.uk/subjects/science/gcse/combined-science-synergy-8465>

BIG IDEAS	Y7		Y8		Y9	Y10	Y11
<b>FORCES</b>	Speed	Gravity	Contact Forces	Pressure		P1 Forces	
<b>ELECTROMAGNETISM</b>	Voltage, Current and resistance		Electromagnets	Magnetism		P4 Electricity	P5 Magnetism and Electromagnetism
<b>ENERGY</b>	Cost and Transfer		Work	Heating and Cooling	P2 Energy	C5 Energy changes	
<b>WAVES</b>	Sound and Light		Wave effects	Wave Properties	P3 Waves		P8 Space Physics
<b>MATTER</b>	Particle model		Separating mixtures	Periodic table and elements	C1 Atomic structure & the Periodic table	P7 Atomic structure	C7 Organic chemistry
<b>REACTIONS</b>	Metals and non-metals	Acids and Alkalis	Chemical energy	Types of reaction	C2 Bonding	P6 Particle matter	C6 Rates of reaction
<b>EARTH</b>	Structure	Universe	Climate	Energy resources		C3 Quantitative Chemistry	C4 Chemical changes
<b>ORGANISMS</b>	Movement and Cells		Breathing	Digestion	B1 Cells	B3 Infection and response	B5 Homeostasis
<b>ECOSYSTEM</b>	Plant Reproduction & Interdependence		Respiration	Photosynthesis		B7 Ecology	
<b>GENES</b>	Variation	Human reproduction	Evolution	Inheritance		B4 Biogenetics	B6 Inheritance, Variation and Evolution

# Science

## KS3 Long-term Plan

Year 7	Week	Topic and AQA PoS reference
Term 1	1-3	Baseline Test
		Introduction to Practicals (6 hours +1 assessment)
	4-6	Gravity and Speed 3.1.1 & 3.1.2 (9 hours +1 assessment)
	7-8	Particle Model 3.5.1 (5 hours +1 assessment)
	9	Separating Mixtures 3.5.2 (4 hours +1 assessment)
	10-11	Movement 3.8.1 (4 hours +1 assessment)
	12-13	Cells 3.8.2 (5 hours +1 assessment)
	14-16	Voltage, Current and Resistance 3.2.1 & 3.2.2 (8 hours +1 assessment)
	17-19	Metals and Non-metals 3.6.1& Acids and Alkalis 3.6.2 (9 hours + 1 assessment)
	20-22	Interdependence 3.9.1 & Plant reproduction 3.9.2 (8 hours +1 assessment)
Term 2	23-26	Energy transfer and cost 3.3.1 & 3.3.2 (9 hours +1 assessment)
	27-29	Earth structure and Universe 3.7.1 & 3.7.2 (9 hours +1 assessment)
	30-33	Variation 3.10.1 & Human Reproduction 3.10.2 (8 hours +1 assessment)
Term 3	34-36	Sound and Light 3.4.1 & 3.4.2 (10 hours +1 assessment)



# SHORT TERM PLANNING – Year 7 Autumn Term

## Topic: Gravity 3.1.1 & Speed 3.1.2

Big Idea	Forces (9 hours + 1 Assessment)			
	<p>Forces predict motion and fields produce forces.</p> <p>Objects interact: the effect depends on the sum of the forces.</p> <p>Objects in equilibrium have constant motion but change velocity with a resultant force.</p> <p>There are contact forces and non-contact forces which result in movement.</p> <p>The result of Newton's three laws and the equations of motion can be used to predict the resultant motion and acceleration.</p> <p>Gravity is a non-contact force due to a field, linked to other force fields like magnetism and electromagnetism.</p>			
Skills Developed	Draw Conclusions Deduce patterns and relationships from data and observations	Use maths Use a formula and quantitative reasoning; Substitute values into equations, with units and symbols	Manage Variables Choose variables and answer a scientific question; Control variables that might affect the outcome	Engineering Build and test a prototype
Prior Knowledge (KS2)	<p>Speed, pupils should have been taught to:</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces but they will not have been explicitly exposed to the concept of speed.</li> </ul> <p>Gravity, pupils should have been taught to:</p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system;</li> <li>describe the movement of the Moon relative to the Earth;</li> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> </ul>			
Horizon Knowledge (Next linked Unit)	<p><b>Year 8: Contact Forces 3.1.3 &amp; Pressure 3.1.4</b></p> <ul style="list-style-type: none"> <li>When the <b>resultant</b> force on an object is zero, it is in <b>equilibrium</b> and does not move, or remains at constant speed in a straight line – this links to Newton's First law, "An object at rest will remain at rest unless acted upon by a force".</li> <li>One effect of a force is to change an object's form, causing it to be <b>stretched</b> or <b>compressed</b>. In some materials, the change is <b>proportional</b> to the force applied – links to Hooke's Law and later also to the Gas laws.</li> <li>Another effect of force over a given area is <b>pressure</b> – in solids, liquids or gases (i.e. linked to particle theory).</li> </ul>			

Teach it. Practice it. Reinforce it. Learn it. Remember it.

Teach it. Practice it. Reinforce it. Learn it. Remember it.

SHORT TERM PLANNING - Year 7 Autumn Term

## Topic: Gravity 3.1.1 & Speed 3.1.2

**Misconceptions:** <http://assessment.aaps.org/topics>

Is a constant force needed to keep an object moving at constant speed? NO, an object moving at constant speed has no overall force acting on it, but it may have a number of forces acting that balance or cancel out.

**Key ideas;**

A force is an interaction between objects, not a property of an object or something that resides within an object. It can't be given to an object, e.g. when it is thrown.

Forces can be interactions between two objects in direct contact with each other or operating at a distance as in the case of gravity or a magnetic force.

Forces between objects in direct contact with each other can be passive, such as a book setting on a table, or active, such as the pushes and pulls of mechanical devices or caused by various human activities.

**Resources:**

- Gravity & Speed folder on Science Shared Drive
- Boardworks 7K and 9J
- End-of-topic Assessment "Speed and Gravity"
- Collins Resources – to be referenced.



## Geography Curriculum Map

The aim of the geography curriculum is to engender a love of the subject and develop an awareness of contemporary geographical issues in order for students to become global citizens. Students are expected to acquire a range of geographical skills (as detailed below) which will enable them to evaluate data and make logical decisions based on spatial information. The key issue for Lyng Hall geography students is the need for sustainable development and the impact of human action on the environment. These issues run through every unit of work from the initial skills unit in year 7, when we consider why geography is important through to GCSE, where they are embedded in each of the units of work but particularly focused on in the resource management unit, hence this being one of the first main GCSE topics covered.

The curriculum partly follows the spiral curriculum model in that skills are re-visited and refined as students' progress through the school (see skills map for details). The key stage 3 topics were chosen to provide a foundation for the GCSE topics as well as meeting the requirements of the National Curriculum. In addition the most powerful knowledge from the key stage 2 curriculum is re-visited as experience shows us that geography coverage in our wide range of feeder primary school is patchy.

### Revisiting Powerful Knowledge

Although the majority of geographical units are non-sequential, the key skills as detailed below will feature in every unit of work to varying degrees. To ensure this essential knowledge is kept 'current' every lesson must include some form of map-based or data response activity. In addition each lesson will start with a recall and re-cap activity and each unit assessment will include questions on previous topics studied that year, or in the case of GCSE since the start of the course in year 9. To enable students to complete these assessments revision lessons and/or homework will include these topics along with the current unit of work.

	Spring 1	China	<ul style="list-style-type: none"> <li>Physical features and population</li> <li>China's southwest region</li> <li>Chongqing industry</li> <li>Chongqing life for people</li> <li>Biodiversity in China</li> <li>Developing Tibet</li> <li>Rivers and dams</li> </ul>	Cartographic
				Statistical
				Use of Data
				Literacy
	Spring 2	Rivers	<ul style="list-style-type: none"> <li>Water cycle</li> <li>Journey of a river</li> <li>Erosion, transport and deposition</li> <li>Waterfall and gorges</li> <li>Meanders and ox bow lakes</li> <li>Flooding</li> </ul>	Enquiry
				Cartographic
				Use of Data
				Literacy
	Summer 1	Africa	<ul style="list-style-type: none"> <li>What and where is Africa</li> <li>Countries and their capitals</li> <li>Population distribution</li> <li>Physical features</li> <li>Africa's biomes</li> <li>Development in Africa</li> </ul>	Enquiry
				Cartographic
				Use of Data
				Literacy
	Summer 2	Tourism	<ul style="list-style-type: none"> <li>Types of tourism</li> <li>Changes in tourism</li> <li>Blackpool case study</li> <li>Eco-tourism</li> <li>Masaai Case study</li> </ul>	Enquiry
				Cartographic
				Statistical
				Use of Data
Year 8	Autumn 1	Weather and Climate	<ul style="list-style-type: none"> <li>Mapping &amp; measuring weather</li> <li>Cloud types</li> <li>High and low pressure</li> <li>Climate zones</li> <li>Climate change</li> </ul>	Enquiry
				Cartographic
				Graphical
				Numerical
				Statistical
				Use of Data
	Autumn 2	Super Powers and Urbanisation	<ul style="list-style-type: none"> <li>Uneven distribution of population</li> <li>Settlement growth &amp; changes</li> <li>Settlement hierarchy</li> <li>Patterns of land use</li> <li>Problems settlement cause</li> </ul>	Enquiry
				Cartographic
	Spring 1	Crime and Conflict	<ul style="list-style-type: none"> <li>Use of GIS</li> <li>Type and location of crimes</li> <li>Effects and Prevention of crime</li> <li>Types and location of conflicts</li> <li>Geographical reasons for war</li> </ul>	Enquiry
				Cartographic
				Graphical
				Numerical
	Spring 2	Climate Change	<ul style="list-style-type: none"> <li>Climate change</li> <li>Impact of climate change</li> <li>Impact on LICs</li> <li>Solutions to climate change</li> <li>Sustainable</li> <li>Eco cities</li> </ul>	Enquiry
				Cartographic
				Graphical
				Numerical
			<ul style="list-style-type: none"> <li>Solar system</li> </ul>	Enquiry
				Statistical
				Literacy
				Cartographic





FINHAM PARK  
MULTI ACADEMY TRUST

## Engaging with academic research and Twitter

Finham's Teaching and Learning community groups (TaLk) for 2018/19

met for the third time this year. 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 including the results of their peer observations.



Our Humanities and Business group began by sharing what they'd been working on over the last few weeks which included the use of **feedforward sheets** in both Geography and English.



**1.9** – To what extent has urban change created environmental challenges in a UK city you have studied? (9 marks + 3 SPaG).

**Read the question and command words carefully! This was the biggest mistake made on the longer questions. You all missed marks because you didn't read what the question was asking you to do!**

**2.10** – Assess the importance of transport improvement to the UK economy (9 marks).

**Targets:**

1. Learn your case study details! You won't be able to answer 9 markers successfully without the case study details.
2. Be evaluative! For 9 markers you need to consider both sides of the argument
3. Structure! – 3 P-E-A (Point – Evidence case study – Analysis) paragraphs – 1 for and 2 against or 2 for and one against.

**REMEMBER:** Paragraph your writing – SPaG marks are available!

**Feedforward example, curtesy of L Beioley**

Not only do these ensure that students see 'real life' WAGOLLS from their peers, but the class teacher is also able to identify common misconceptions or areas for improvement. This creates a far more focused feedback or DIRT lesson, centred around the group's specific needs .

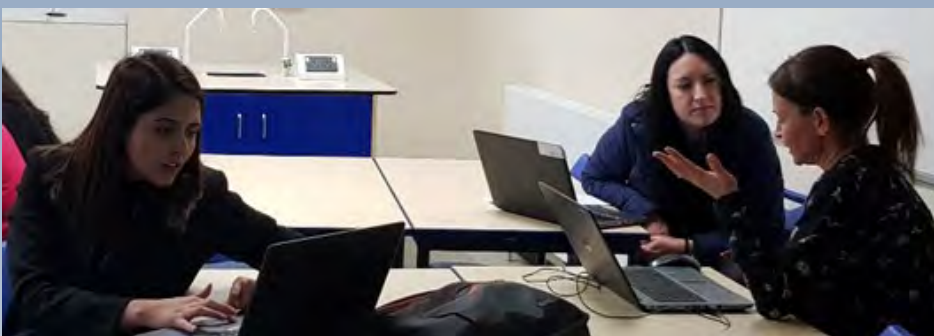
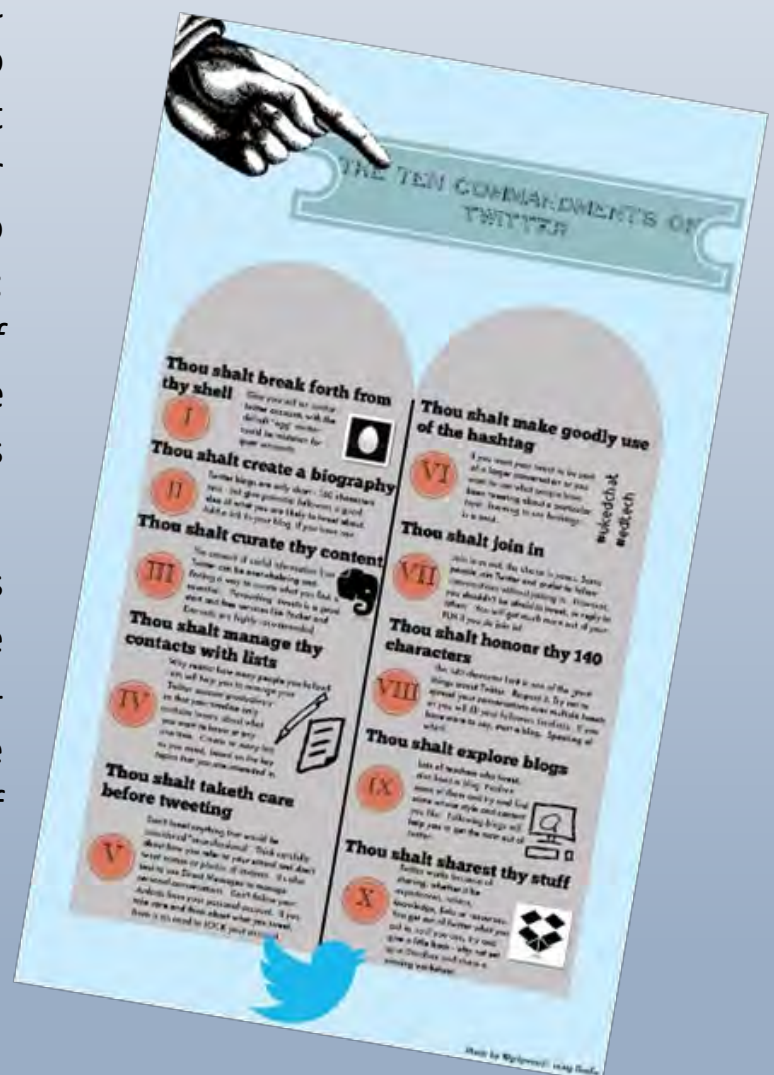


Then it was time for the new learning element of the workshop which was an introduction to **Edu-Twitter**.

Surprisingly many staff at Finham still don't have access to a professional Twitter account. Given the wealth of academic articles and incredible

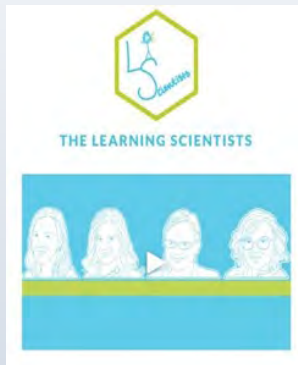
resources available on Twitter, our facilitators shared some of the main reasons to join; a simple step by step process about *how* to join if staff so wished; and a recommended list (thanks for Jenny Staton) of who to follow under each subject heading. Jon Bridgeman, our resident Google Guru, also shared his very useful resource: *The Ten Commandments of Twitter* to debunk some of the common myths surrounding it as a social platform.

Our Social Sciences and Sciences group spent time adding the recommended hashtags. Particularly popular was the Knowledge Organisers site with its wealth of resources.





Just a handful of the recommendations are:



@teacherhead

@acethattest

@mrbartonmaths

@dylanwiliam

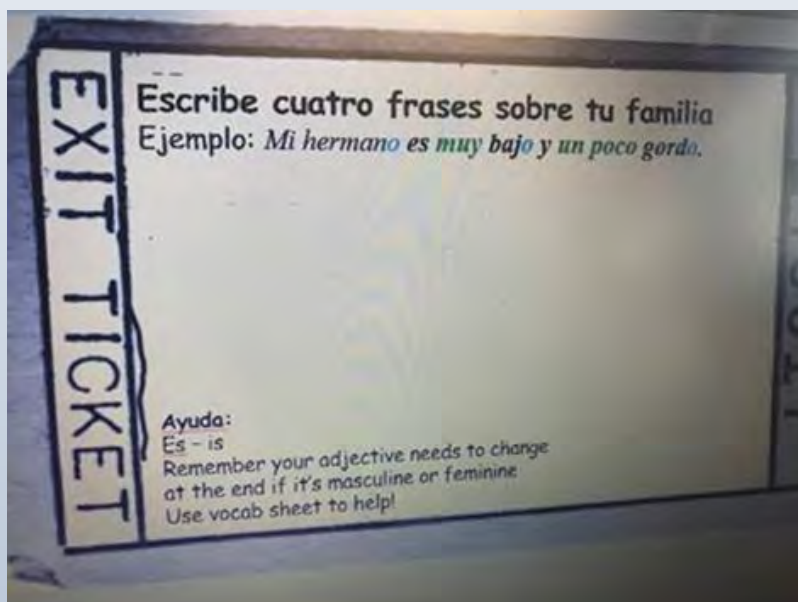
Following the new learning time, staff were then encouraged to spend time ‘doing’ – creating a resource, planning a lesson, etc. Once complete, staff ended the session by completing their personal action planning documentation and arranging invaluable peer observations.

Helen Lewis fed back from the Languages and PE group that they really enjoyed the “positive atmosphere” and Glen, their facilitator, has encouraged the group to share resources in readiness for our Spring Term WOW Week.

Danielle Malin and Steve Marfleet observed one another using exit tickets and then reflected together on the next steps for improving this as a way of assessing every student at the end of a lesson.



**Danielle Malin:** “My group responded well to the challenge of completing the exit ticket as a summary of their work. It also meant that I could go back and address the key misconception of adjective endings and word order as many of them got this wrong.”



Similarly valuable have been the conversations between History, PE and MFL surrounding the power of video as colleagues shared the plethora of ways they've used this as a way of immersing students in a particular culture or time period or modelling aspects of sport.

TaLK groups meet again in March and I look forward to seeing the continued sharing of best practice and exciting links to academic research.



**Alex Ford**



## Numeracy

Conor Fitzhugh, Numeracy Lead at Finham Primary, recently shared with staff examples of best practice within numeracy from Nursery to Year 6. This enables

staff to build on prior learning and ensure appropriate development.

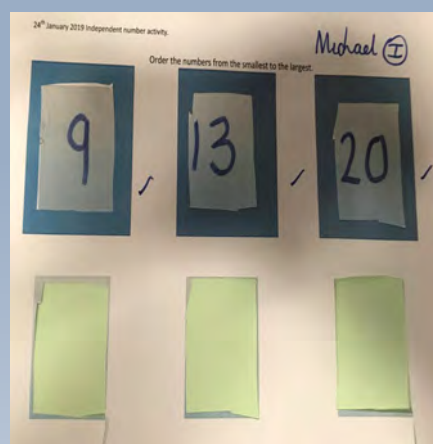
Nursery have used a variety of strategies to develop number recognition and counting. Story telling plays an important part in this, and then is embedded through different applications such as physical objects and technology.



Numicon is a useful resource which can be adapted for different learning contexts.

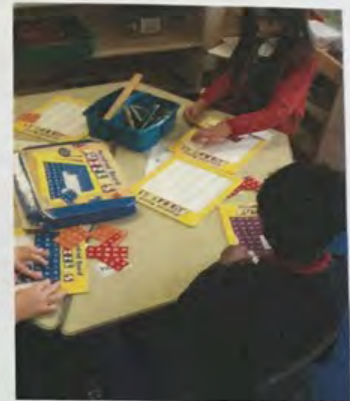
Reception have been using Numicon to develop understanding of number value. This has then

enabled children to move to be able to order numbers from the smallest to the largest independently.





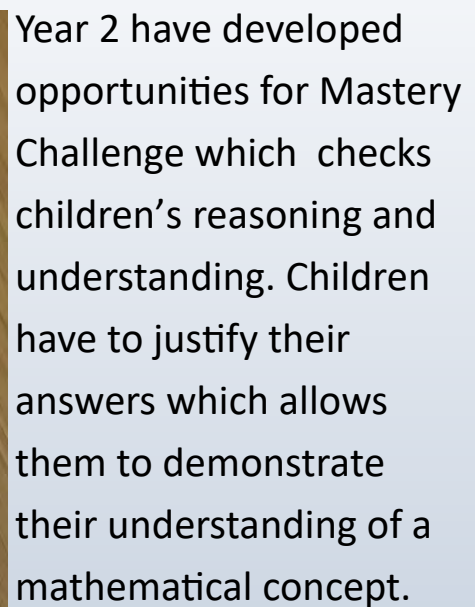
## Improving Numeracy in 1TL



**Cognitive Load Theory**  
During some numeracy lessons, if children are not working with an adult or they have finished their work then they are practising skills already taught this year

We have seen improvements in their number recognition, repeating patterns and overall maths confidence. The children are supporting each other's learning and discussing maths concepts without fear of getting wrong in books. Through games such as Snakes and Ladders, children are being more accurate with counting on !

Year 1 have been applying the principles of Cognitive Load to their numeracy lessons. Children have opportunities to practise skills already taught to embed their understanding and ability to apply in different contexts.



1 2 1 0 1 8

✓ 1. 0 1 can use the column method to add.

$$\begin{array}{r} 325 \\ + 263 \\ \hline 588 \end{array}$$

$$\begin{array}{r} 463 \\ + 138 \\ \hline 601 \end{array}$$

$$\begin{array}{r} 578 \\ + 225 \\ \hline 803 \end{array}$$

$$\begin{array}{r} 437 \\ + 358 \\ \hline 795 \end{array}$$

$$\begin{array}{r} 649 \\ + 236 \\ \hline 885 \end{array}$$

$$\begin{array}{r} 807 \\ + 126 \\ \hline 933 \end{array}$$

$$\begin{array}{r} 675 \\ - 237 \\ \hline 438 \end{array}$$

$$\begin{array}{r} 596 \\ - 248 \\ \hline 348 \end{array}$$

$$\begin{array}{r} 475 \\ - 126 \\ \hline 349 \end{array}$$

$$\begin{array}{r} 393 \\ - 227 \\ \hline 166 \end{array}$$

$$\begin{array}{r} 886 \\ - 448 \\ \hline 438 \end{array}$$

$$\begin{array}{r} 471 \\ - 238 \\ \hline 233 \end{array}$$

Challenge:

$$\begin{array}{r} 121 \\ + 58 \\ \hline 579 \end{array}$$

$$\begin{array}{r} 343 \\ + 984 \\ \hline 1327 \end{array}$$

$$\begin{array}{r} 722 \\ + 234 \\ \hline 956 \end{array}$$

1 2 . 1 0 . 1 8  
L.O 1 can use the column method to add.

$$\begin{array}{r} 245 \\ + 32 \\ \hline 277 \end{array}$$

$$\begin{array}{r} 463 \\ + 26 \\ \hline 489 \end{array}$$

$$\begin{array}{r} 352 \\ + 45 \\ \hline 397 \end{array}$$

$$\begin{array}{r} 647 \\ + 31 \\ \hline 678 \end{array}$$

$$\begin{array}{r} 532 \\ + 47 \\ \hline 579 \end{array}$$

$$\begin{array}{r} 743 \\ + 52 \\ \hline 795 \end{array}$$

①  $945 + 33 = 978$

②  $728 + 41 = 769$

③  $431 + 56 = 487$

④  $273 + 25 = 298$

Challenge:

$$\begin{array}{r} 325 \\ + 263 \\ \hline 588 \end{array}$$

$$\begin{array}{r} 434 \\ + 355 \\ \hline 789 \end{array}$$

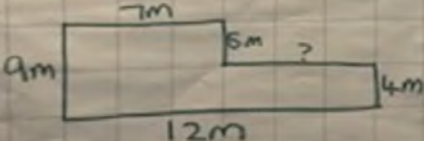


5 A Day

1.  $6000 - 3472 =$

2.  $64 \times 24 =$

3. Find the missing length then calculate the perimeter.



4.  $124 + ? = 200 - 18$

5.  $12 \times 8 = 982 \div 10$  True or False

Year 5 have been using 5 A Day to reinforce prior learning and help children develop mastery in mathematics.

There are 7,849 people going to a concert via coach.  
Each coach holds 64 people.

Ans: 123 ✓

How many coaches are needed to transport all the people?

6,823 ÷ 19 = 359 r2

8,259 ÷ 23 = 359 r2

★ is a prime number.

Find the value of ★ ✓

Odd One Out

Which is the odd one out?  
Explain your answer.

512 ÷ 16 = 32 R 16 ✓

672 ÷ 21 = 32 ✓

792 ÷ 24 = 32 R 4 ✓

420 children and 32 adults need transport for a school trip.  
A coach holds 56 people.

We need 7 coaches.

Dora

We need 8 coaches.

Eve

We need 9 coaches.

Alex is correct but there are 8 full coaches & a remainder but you need another coach who is correct? Explain for the rest. The answer is 9. ✓

Spot the Mistake

746 ÷ 16 =

16 | 746

- 64 | (x4)

106

- 106 (x10)

0

is 160  
16 x 10  
not 106 ✓

Sana think there won't be a remainder in either calculation because 396 and 632 are both multiples of 11

Eve disagrees, she has done the written calculations and says one of them has a remainder.

Who is correct? Explain your answer.  
Eve is correct as B has a remainder of 7. ✓

Here are two calculation cards.

A = 396 ÷ 11

B = 632 ÷ 11

## ANALYSIS CHALLENGE

The graph shows how many cars were sold from two different companies in the first 5 months of 2017. Blue represents Ace Motors and red represents Briggs.

Month	Ace Motors (Blue)	Briggs (Red)
Jan	100	150
Feb	120	180
Mar	150	200
Apr	180	220
May	200	250

- How many more cars did Ace Motors sell than Briggs in April?
- For the first 3 months of the year compare the total sales for each company. Who sold more and by how much?
- Could Motors sold 250 more cars than Briggs each month. Plot these sales on the graph.

- What could have happened at 8:15? Write a story to match the data.

Time	Speed (km/h)
8:00	30
8:15	10
8:45	30
9:00	30

It must be a traffic jam at 8:15. The car started to go down. And then the speed went up again.

It went up again.

- What could have happened at 30 minutes? Write a story to match the data.

Time (minutes)	Volume Level (ounces)
15	80
30	180
45	100
60	95
75	100

It's fixed on the people and it's high school. The level is 30 minutes. It's then in the middle. It's then in the middle.

- True or false? Jen is half way through her 90 page book on Thursday.

Day	Number of Pages
Monday	10
Tuesday	20
Wednesday	25
Thursday	35

True because she was on page 10 on Monday. She was on page 35 on Thursday.

33





## TaLK Groups

### Responsive Teaching



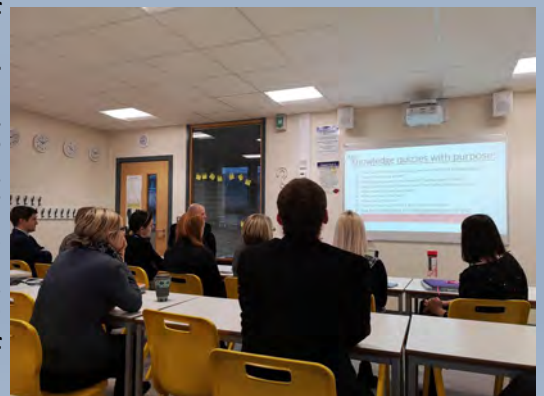
***'If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.'* Dylan Williams**

At Finham Park 2, colleagues work together in TaLK (Teaching and Learning community) groups to discuss the action research that they have carried out so far.

Two groups are focusing on Responsive Teaching and Learning in Maths. They are exploring the use of modelling to support DIRT (Dedicated Independent Response Time) time, as well as the use of knowledge organisers to promote retention. Staff will be conducting peer observations and measuring the impact of this work.

Another group is researching Responsive Feedback. They started by looking at and discussing a blog post that had been shared that focused on feedback not marking <https://mrshumanities.com/2017/01/31/my-marking-and-feedback-toolkit>. Colleagues reviewed questioning and plan for questions ahead of lessons. They also reviewed live marking / whole class feedback.

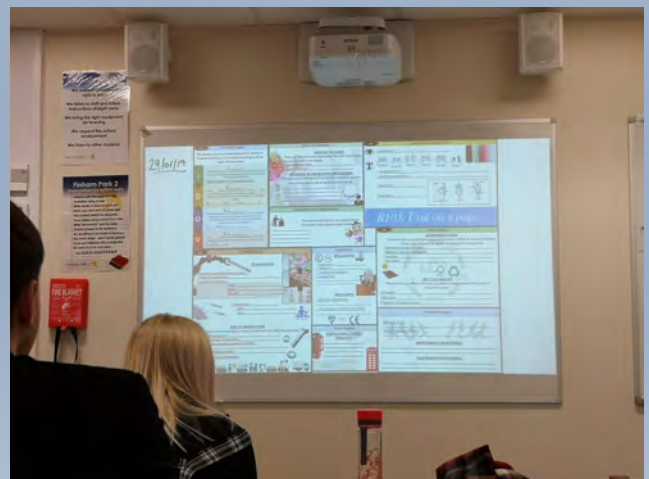
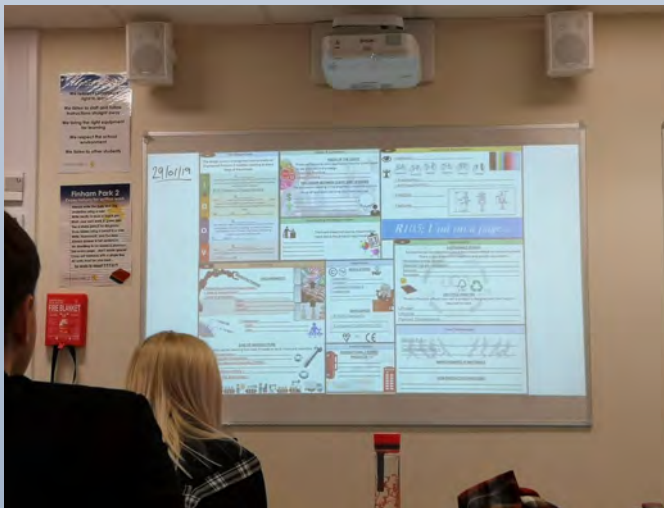
Group 3 explored Responsive Recall, Retrieval Practice and Deliberate Practice. The group shared a wide range of activities that they had been working on over the last half term. This included adapting knowledge quizzes which are used at the start of lessons to help recall knowledge. By looking at the order of the questions and grouping them by topic, you can see clearly areas of weakness and knowledge gaps. This then informed planning. Knowledge organisers were also used to consolidate learning in Key Stage 4. These included summary information about all of the elements of modules to help students revise.



Group 4 reviewed Responsive Positive Learning Behaviours. Positive language really works. The group discussed expectations and the importance of basic routines. Having clear starts to the lesson with no wasted time set the tone. The group discussed Bill Rogers techniques and conversation prompts.

Responsive Mixed Ability Teaching was the focus for Group 5. The use of mini whiteboards, open and closed questions, and engaging all students were all discussed. They explored the use of differentiated tasks for DIRT time and were looking to develop a Toolkit of marking and feedback strategies.

In addition to the TaLK sessions, staff at Finham Park 2 use WAGOLL Wednesday (What A Good One Looks Like) to share successful teaching and learning strategies.



Liz Allton

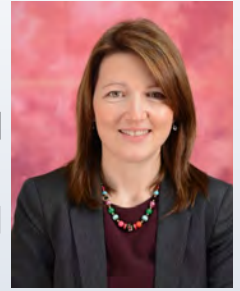


**Guest Writer**

**Jane Buggins**

**Head of The Lion Alliance Teaching School**

**Assistant Head Teacher, Finham Park School**



I am delighted to have recently joined Finham Park School as Assistant Head Teacher and Head of The Lion Alliance Teaching School.

### **My Current Role**

Leading a Teaching School provides an incredible opportunity to make a significant impact on the lives of young people. I am passionate about learning and teaching which enables students to be successful, which empowers them through developing their self-belief and confidence, which helps them to fulfil their potential and become more than they imagined they could be.

### **My Background**

In 2003 I qualified to teach, after completing my Secondary PGCE at Warwick University and I started and continued the next fifteen years of my career at Ashlawn School in Rugby. Throughout this time, I held different leadership roles and became Head of English which was definitely one of my favourite eras of my career to date, mainly because it was my first experience of a leadership role which enabled me to have a real impact on students beyond my own classroom; I was later promoted to an Assistant Head Teacher where I was responsible for developing pedagogy and narrowing the gap in students' attainment and later, in developing teachers across all specialisms in their classroom practice. Last year I was accredited as a Specialist Leader in Education (SLE) in English and Narrowing the Gap.



In addition to my leadership role, I am an English specialist; I love teaching my subject and am really committed to inspiring students to read and appreciate texts from different eras and contexts. GCSE English is my favourite Key Stage to teach and I particularly love teaching Year 11. For some strange reason English isn't always a subject which students naturally love; I enjoy the challenge of making English relevant to the lives of young people and enabling them to achieve in a subject which they initially perceived to be too hard, or a subject where they felt they weren't capable of success.

As an English teacher, I'm frequently asked to name my favourite book – this is a hard one! 'Wuthering Heights' and 'The Kite Runner' are top of my list, although if I'm honest, I really default to the books which I remember reading as a child and which I love re-reading to my own two young children. Authors such as C.S Lewis 'The Lion, The Witch and The Wardrobe' and the amazing Roald Dahl took me on adventures and journeys as a child and I would happily read and re-read them.

Like most reading obsessed English teachers, I like to finish on a profound quotation and the words of Roald Dahl probably embody my philosophy on life:

“Those who don't believe in magic will never find it.”



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c/o Finham Park School



## The BETT Show



Finham Park Multi Academy Trust were delighted to have achieved finalist status with Frog Education in the 'Collaboration with a School' category at this year's BETT Awards. The nomination was in recognition of the work that Finham Park MAT and Frog Education have done together.



Mark Bailie, Executive Headteacher, and Bernadette Pettman, School Improvement Leader, joined Frog Education at the Bett Awards gala dinner on Wednesday 23rd January 2019.

The Bett Awards are designed to celebrate the inspiring creativity and innovation that can be found throughout technology for education.

Held at The Troxy in London, the Bett Awards recognized excellence from schools and businesses across 21 categories. It was a glittering evening hosted by Secretary of



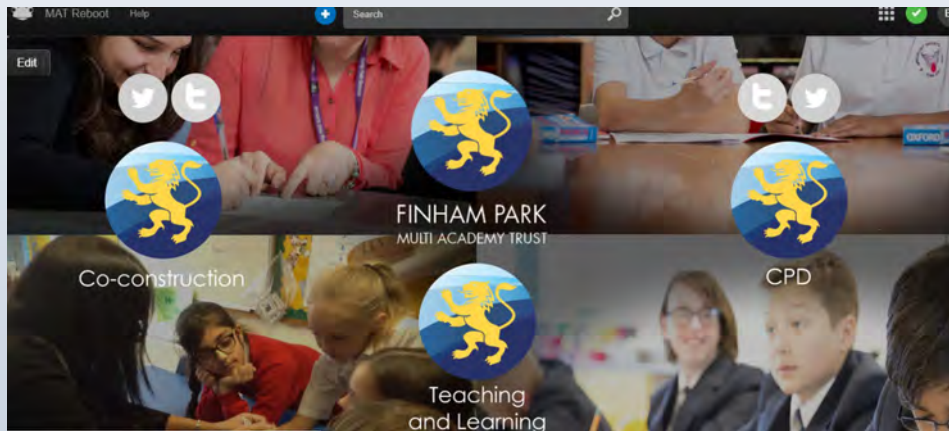
State for Education Damian

Hinds, and comedian Marcus Brigstock.

Whilst we didn't win, it was an accolade to be a finalist. Gareth Davies, Managing Director at Frog Education explains, "We may not have won the award this time but we are fundamentally proud to be working with schools and MATs in this way. "



Finham Park MAT Frog Connect and Frog Appraisal platforms are two new systems which allow colleagues from across the MAT to access to everything they need: Co construction; Teaching and Learning; and CPD.



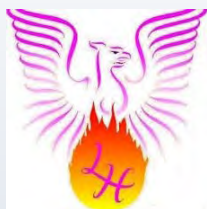
Finham Park MAT have worked with Frog Education to develop these two systems. The Appraisal platform and CPD booking system are brand new developments. Bernadette Pettman worked in partnership with Frog to bring these requirements to life which included the release of a customisable Appraisal and CPD system.

The development of these platforms has enabled Finham Park MAT to design a platform that will be beneficial to colleagues and helps centralise resources for sharing best practice with all school in Finham Park MAT.

The appraisal system allows colleagues to sign up for CPD across the MAT , as well as review CPD they have attended. This also feeds into their own appraisal site where they can record their appraisal objectives, upload any supporting evidence and reflect on their own professional development. In addition the CPD button provides access to a central CPD booking system; CPD evaluation and resources and guidance.

Bernadette joined Frog on 24th and 25th January in the main arena at the Bett Show 2019 to showcase these new systems.





*"Learning happens when people  
have to think hard"*

Robert Coe

**PiXL**  
Partners in excellence

## **World Class Partnerships**

As colleagues will remember, in the MAT magazine of June 2018, we introduced our work with PiXL at Lyng Hall. In this edition we wanted to update you on how it has gone, how we've adapted into other strategies (T4W) and how it links into the MATs teaching and learning focus of Responsive Teaching and Cognitive Overload. At Lyng Hall we pride ourselves on our willingness to collaborate so if you have any queries please contact one of the people below. Even better, if you have your own ideas to share please feel free to send our way!

Therefore, we have picked some of the most effective resources to support with the implementation of this priority. Specifically, *How can we ensure that all students we teach are able to remember and recall key content and concepts and retain understanding?*

The ones we wanted to highlight here were the PiXL-ITs

- Reduce IT
- Transform IT
- Deconstruct IT
- Derive IT
- Prioritise IT
- Categorise IT
- Criticise IT
- Practise IT
- Connect IT
- Compare IT
- Extend IT

Each one is a different way of securing powerful knowledge.

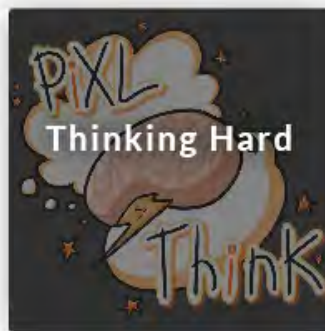




*I've come to the conclusion that Swellers Cognitive Load Theory is the single most important thing for teachers to know—*

*Dylan Wiliam*

### Knowledge and understanding



### Flexibility of thinking



### Thinking Hard Devices/ The IT's

#### Analysis and application



### Thinking Hard Tip

Use *Thinking Talk* strategies to extend this e.g.

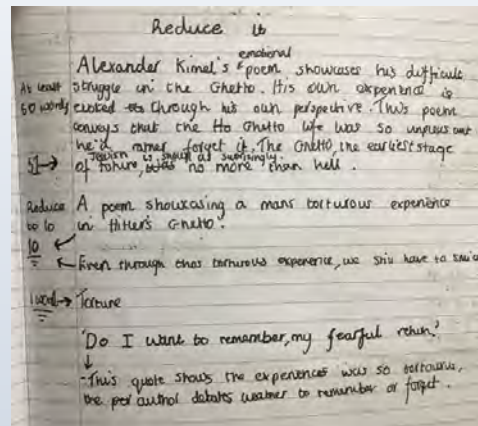
1. **Think:** 2 minutes silently on your own
2. **Pair:** 60 second share your ideas with your partner.
3. **Share:** Cold call no hands up questioning



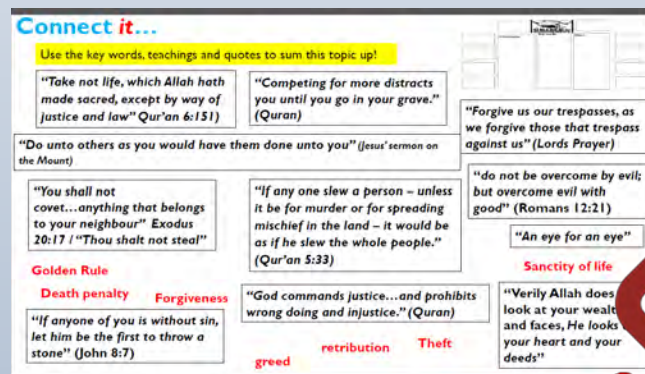
## How we have used Pixl-IT strategies at Lyng Hall

Students, in a decreasing number of words, are prompted to refine their understanding

Alternatively, as seen in the example below they are prompted to reduce and prioritise a number of points. Focusing them on what the powerful knowledge is.



This task enables students to take the key messages from each topic and then connect them together to form a wider argument and look at the links between different teachings.



A Level students are creating their own study to test the effects of audio vs visual memory. By asking students to create their own way of testing this hypothesis the key information is more likely to be retained.



This is an example of where a T4W Mat has been combined with a PiXL strategy of 'categorise it'. These Mats allow students to organise the content in a way which makes the content easier to retain.

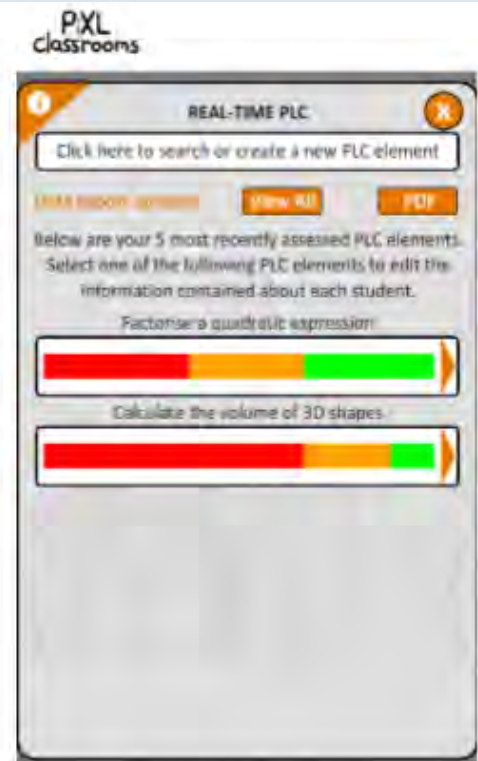




## Responsive Teaching supported by PiXL apps

The PiXL classroom app has a range of resources that enable you to create a bespoke and heavily differentiated set of activities that will ensure all students are involved in the learning and are shown to make progress in one lesson.

The Real Time PLC is a particularly useful part of the PiXL classroom app. With respect to **responsive teaching** it allows staff to RAG rate students immediately after a task has been completed and record this in the app. This then allows the teacher to respond to the learning in the most appropriate way, it can inform differentiation and planning and also map out where content needs to be re-taught, set for homework or used for targeted revision.



## How I used the PiXL Classroom App– by S Gater

I used it to track progress of key hinge questions or moments where I needed to quickly record student progress against Assessment Objectives. It gave me a really powerful visual aid to where issues were found. It also then gave me immediate resources and lesson plans to challenge misconceptions. Brilliant and easy to use!



PiXL CPD Training Thursday 31st January– led by D Smith and S Faulconbridge

Key elements of PiXL were presented to key staff members across TEFL, Business, Humanities, English, Sport and ADT. Evidence of good practice was shared by the English PiXL Champion– Autumn Harvey, she has been working on sharing the Thinking Hard resources across the department.

The next big focus is to implement both the Classroom app and subject specific apps. We currently have these for English Literature, Maths, History and Geography.

If you would like more information....

Sarah Faulconbridge—[sfaulconbridge@lynghallschool.co.uk](mailto:sfaulconbridge@lynghallschool.co.uk)—Assistant RSL

Laura Calderwood—[lcaldерwood@lynghallschool.co.uk](mailto:lcaldерwood@lynghallschool.co.uk)—Lead on Talk for Writing

Thinking Hard is Influenced by:

Doug Lemov: Teach Like a Champion 2.0: 62 Techniques That Put Students on the Path to College

Daniel T. Willingham: ‘Why don’t students like school?’

Harry Fletcher– Wood: Responsive Teaching

David Torn & Peter Bennett: ‘Brilliant Secondary School Teacher: What You Need to Know to be a Truly Outstanding Teacher’

A thought-provoking training session delivered by Mike Hughes at DGGS in 2013

**Sarah Faulconbridge and David Smith**





# #TeachMeetFP2

## Responsive Teaching Monday 11 March 2019

Join colleagues from The Lion Alliance and beyond at our Spring Term Teach Meet exploring Responsive Teaching:

Talks and presentations will include:

- Why we do what we do – inclusive schools
- Adverse Childhood Experiences
- Feedback not Marking
- Developing teachers – Leadership
- Mental Health and Wellbeing
- Using IT in the responsive classroom

**Teach Meet**  
11 March 2019  
4.15 – 6:15pm  
Finham Park 2



**THE LION  
ALLIANCE**

Reserve your free place:

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk) or register:

<https://www.eventbrite.co.uk/e/teachmeetfp2-tickets-55782785814>

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)

Use CPD Events on Finham Park MAT Connect to sign up for the Lion Alliance TeachMeet, or email:

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

Refreshments are sponsored by Frog Education



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c/o Finham Park School



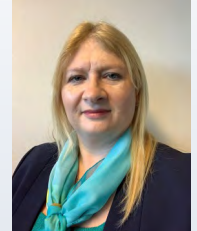
**THE LION  
ALLIANCE**

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



FINHAM PARK  
MULTI ACADEMY TRUST

## 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 as well as sharing best practice in teaching and learning across the MAT.

This term I continue to work with colleagues across all the schools in the Finham Park Multi Academy Trust. I have been working with Finham Primary in anticipation of their Ofsted visit, which happened this half term. In fact I was in the middle of a meeting with Senior Leaders when the call came! I supported staff both on the day of the call and on the day of the inspection. I'd like to congratulate Finham Primary on their 'Good' news. I've also been working with Lyng Hall School one day a week, providing support and additional leadership capacity. It's been great seeing their work with PiXL and also around Cognitive Load Theory.

There have been some exciting opportunities this half term, starting with our annual Finham Park Multi Academy Trust Conference. I'd like to thank everyone who was involved either leading workshops, assisting with the signing in, or helping with the co-ordination for the day. Thank you too for your feedback which was very positive. It was lovely to see all colleagues from across the Finham Park Multi Academy Trust together for the day. I'm already working on next year's conference. It's never too early to start the planning, so save the date for next year's conference: Monday 6th January 2020!

In January Mark Bailie and myself attended the Bett Show Awards dinner as our work with Frog Education on the new Appraisal and CPD platforms



had been shortlisted for an award. It was a great honour to be nominated and shortlisted for 'Collaboration with a school'. Whilst we didn't win, it was a great accolade to be a Bett Show Awards Finalist. I was delighted to be able to showcase the work of Finham Park MAT over two days at the Bett Show in London. I'm also excited to be talking about the successes of Finham Park MAT at the Academy and School Leaders Conference in Manchester, where I have been invited to speak at the end of February.

This half term I attended the ASCL Primary Conference which focused on 'How can Literacy Drive Social Mobility?' I will be sharing some thoughts and resources from this conference in this edition and in next half term's 'Finham Park MAT World Class Education'. Linked to Literacy, Jo Kerr, Finham Park 2, and I attended a Renaissance Learning workshop to support our continued work with Accelerated Reading which we are using in 3 of the schools across the FPMAT. It's good to see the progress the children are making in their reading and comprehension, together with their love of reading.

I've continued my work with the Lion Alliance and am really pleased that we have now grown to 18 schools. It was a pleasure to meet with heads from different schools across Coventry and Warwickshire to share the vision of the Lion Alliance and discuss the benefits of working together. I'm delighted to welcome Jane Buggins and Kerry Flinn in their roles with the Lion Alliance and have already enjoyed working with them as the Alliance continues to grow. Next half term sees our second Lion Alliance TeachMeet, on Monday 11th March at Finham Park School.

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

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

**Bernadette Pettman**

## Spotlight on Year 2

The scary thing about planning your own creative curriculum is that there is no one telling you what to do, how to do it and what should be covered in each lesson. But that is precisely what has made planning so exciting and innovative – we finally have the very thing that so many teachers have craved for years...autonomy! The freedom to teach what you know the children need to learn, in a way that inspires both the children and you. Nobody is telling you what to do. Obviously, you follow the objectives from the National Curriculum. You know what needs to be taught. However, the brilliant thing is – you decide how you're going to teach it.



In Year 2 at Finham Primary, we've been doing our best to make the curriculum really exciting and interesting for the children. Here's how!

Our topic, 'Fire', began with the children sitting outside the school building one gloomy Thursday afternoon, wrapped up nice and warm – waiting. Waiting for what, they were not quite sure. Curiously, they glanced at each other with bemused expressions on their faces...and then it began. Mr Machin showed them how to make a fire! Immediately, the children were hooked. They learnt about fuel, friction and safety. They watched mesmerized, as the flames of the fire grew and danced in front of them, whilst they shared words and phrases to describe the movement of the fire.



Linked with the theme of fire, we looked at several stories about different fire breathing dragons. Dragon Post, a story about a little boy discovers that he has a real life dragon living under his stairs, and writes to all and sundry for advice. I mean, would you know what to do if you discovered a dragon under your stairs?

We also looked at the beautifully illustrated, and at times poignant story of 'The Dragon Machine'. A story about a lonely little boy called George, who is often unseen and ignored by those around him. He discovers that there are dragons all around him – and he is the only one who can see them. He realises that the only way to save these dragons is to take them back to their homeland.

The writing that the children produced linked to these books was phenomenal. We focused on writing letters and diaries. Because the children really understood how the main characters felt, and were able to put themselves in those situations, marking the work that they produced was an absolute pleasure!

The grand finale for our 'Fire' topic, was actually not a written piece – but our contribution to Finham Primary's dance show. This was where each class, or each year group, worked together to present a dance to the rest of the school. It was a

very exciting affair, with stage, lights, costumes (if you wanted), and of course, music! We chose 'Firestarter' by The Prodigy, and the children worked in small teams, to compose a dance sequence. Each group was representing a fire-breathing dragon (of course!) We were incredibly proud of the children - although that



feels like a terrible understatement! Throughout the whole process of working together, coming up with ideas, working as a team, rehearsing and ultimately performing, they were absolutely brilliant. At times, it was hard to believe that they are only 6 and 7 years old!



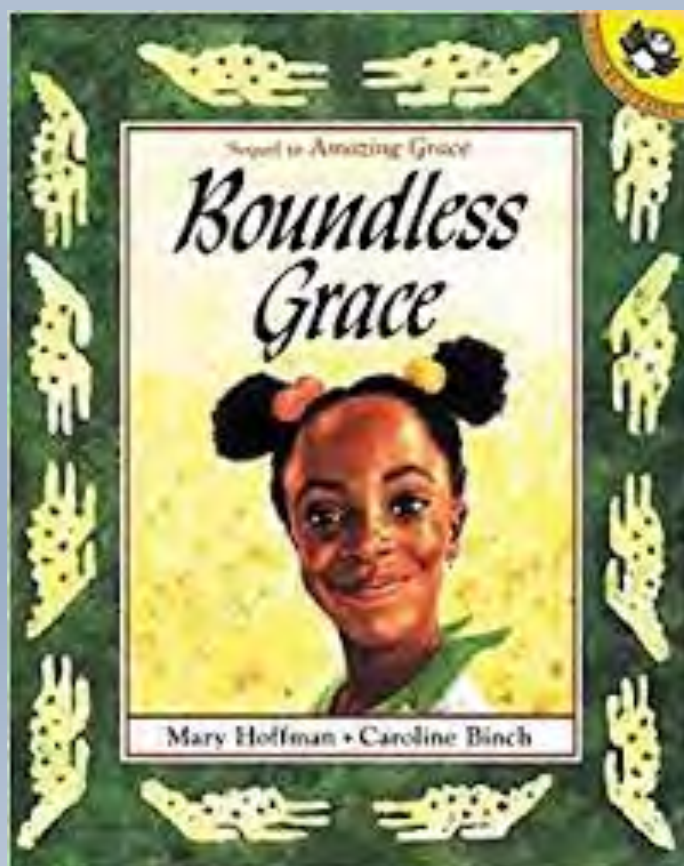
This term, has been equally exciting. Our topic is 'Africa'. We kicked our topic off with some chocolate tasting – and then making it explicitly clear how this linked to our new topic, 'Africa'.

The children have loved learning about stories about that trickster, Anansi, where we learned why spiders have such thin legs. We then moved onto looking at a selection of Tinga



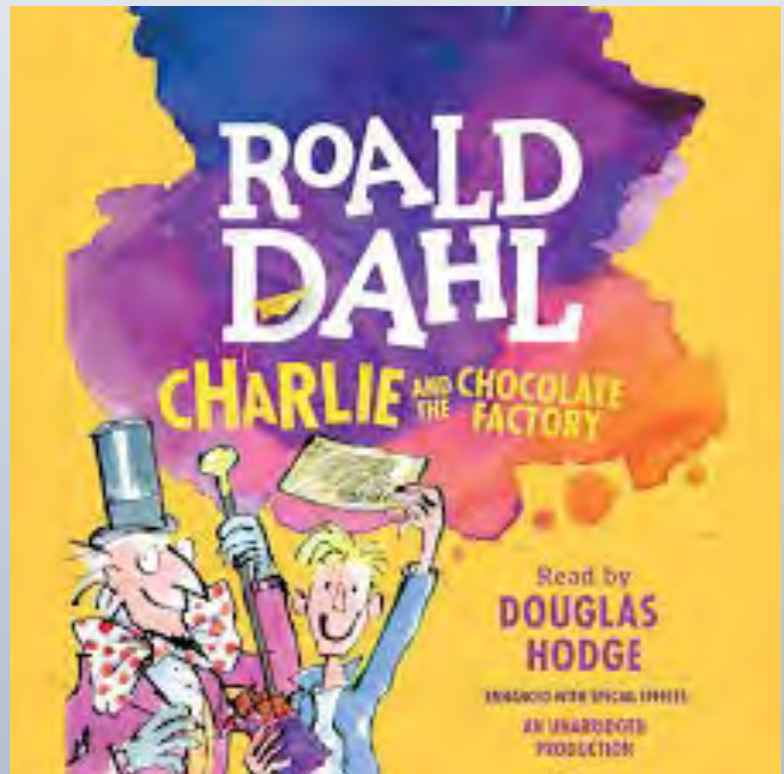
Tinga Tales – for those of you who are unfamiliar, these are very similar to the 'Just So Stories', by Rudyard Kipling, but set in Africa. We have written our own stories where the children selected a creature, decided how it got it's special feature e.g. why does Cheetah run so fast?

We have now started to look at a beautiful story, by Mary Hoffman, called 'Boundless Grace', a sequel to 'Amazing Grace'. This incredibly moving story looks at how life is different in Africa, but also how everyone's family is different, and there's no such thing as a normal family. The maturity that the children have shown, whilst discussing the themes, and how Grace has felt at times in the story, has been really impressive.



Our afternoons have been spent focusing on where Africa is, the similarities and differences between Africa and the UK, and then learning about different parts of Africa in more detail.

So, what is our finale for this topic? Well, we started off our topic by tasting chocolate...our whole class and guided reading has been based on 'Charlie and the Chocolate Factory' – therefore it only makes sense for us to end the topic by a trip to Cadbury World! There were cheers, actual cheers of joy when the children discovered that was our trip...I wonder why!



Honestly, I look forward to our teacher days where we get to go absolutely crazy and plan things that we know the children will absolutely love. It's a pleasure making National Curriculum objectives come to life. And it's a privilege to plan in such a way that each subject links with one another, and everything just makes sense! What will we be inspiring the children with next half term? Well, I'm not sure yet. What I will say is - it's going to be absolutely awesome!

**Anita Thakor**

**Year 2**





FINHAM PARK  
SCHOOL

## Regional Vex IQ Robotics Challenge

### Next Level

On the 31st of  
January

Finham Park School held the second regional VEX IQ robotics competition of this season. Twelve teams attended the competition including Finham Park 2, accompanied

by Finham Primary, and many other schools up for the competition. The challenge was supported by Comau Ltd. who are a robotics and automation company who have sponsored team LORD from Finham Park School for the last three years.



On the first regional match King Henry VIII took home the trophy for their lead in the teamwork challenge by scoring 17 points. Who would take home the trophy this time?

There are three different categories of the competition:

Teamwork Challenge

Driver Skills

Programming.



The Teamwork Challenges that are played by two teams together, determine whether the team qualifies for the finals and the winners of the regional finals then go through to the National competition if they achieve the highest score.



Driver Skills represent the individual score that each team alone manage to get.

Lastly, Programming which is an autonomous programme the teams make.

By achieving the highest combination of the programming and driver skills points the winners are handed the Skills trophy. Howes Primary School were the winners of the Skills trophy as their robot out performed everyone in the programming challenge.

This year the challenge was called Next level and each student within each team put in 100% effort to make it to the top. Throughout the day the Finham Park MAT teams worked harder than ever to reach their goal. Nearer the end of the challenge they discussed tactics with each team they were paired with and every match was intense, however eventually it came to an end and all hardcore competition had paid off. Team LORD from Finham Park School and Team Golden Rabbit from King Henry VIII gained 18 points during their final match! This was the highest score of the day meaning both teams secured a place in the National finals and took home a Teamwork Challenge trophy along with bright smiles on their faces from success!!

As of now we prepare to take on every team competing for Nationals in March 2019.



**By Sana Pasha**

**Year 9 student, Finham Park School**



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## The Value of Words

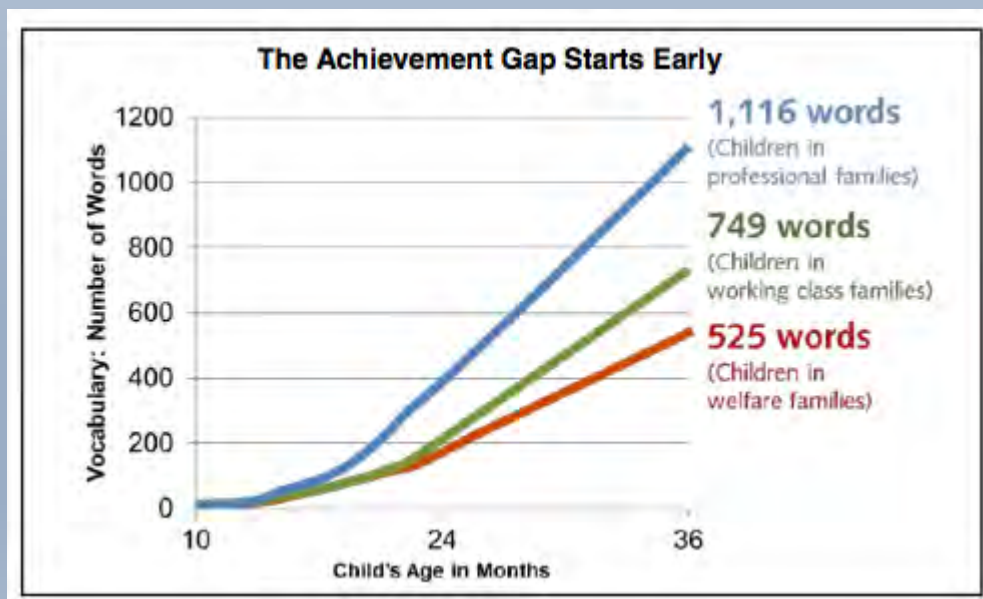
At the recent Association of School and College Leaders (ASCL) Primary Conference, primary leaders discussed the issue of Literacy and in particular how to close the word gap at both primary and secondary level.

Jean Gross CBE, referenced Hart and Risley, *Meaningful Differences*, 1995 which suggested that by the age of 3, on average, economically advantaged children knew 1100 words compared to 500 words for children who were economically disadvantaged in America. Whilst this data is nearly 25 years old and based in America, Gross suggested that there is still a significant gap in the UK. This view is supported by the recent Oxford Language Report, *Why Closing the Word Gap Matters*, 2018.

This is also known as the 'Matthew Effect' where the 'rich get richer and the poor get poorer'.

The emerging word gap grows at an alarming rate unless addressed.

A child acquires vocabulary through many different channels, from reading books; having books read to them; talking; listening; and questioning;



The word gap has an impact beyond the ability to read or write. Poor literacy can impact negatively on self-esteem and well-being. If a child lacks the skills and experience necessary to converse, read or write appropriately, they are excluded from being able to access opportunities. Their life choices are restricted. Professions and job choices are narrowed.

*Research shows that people with good literacy skills are more likely to have higher self-esteem, better health, better jobs and higher wages than those with poor literacy skills. They are more able to take advantage of the opportunities that life may offer them.* **The National Literacy Trust**

Children are taught through phonics how to sound digraphs and blend phonemes into words. They are taught to recognise graphemes. With the combination of different digraphs and phonemes, children have the basis from which to decode words. This helps with their reading and writing, as children can use their knowledge to blend.

Digraphs: 2 letters which make a sound e.g. 'ch', 'ck', 'ay'

Trigraphs: 3 letters which make a sound e.g. 'ure', 'air', 'igh'

Phonemes: sounds

Graphemes: letters

Children can only read or use words they have acquired. They acquire

words through reading, talking and listening and through different experiences, interests and opportunities. Learning new words and their meaning is exciting and enriching for children (and adults)!





There are different levels of vocabulary.

Tier	Type of word
1	Commonly used in everyday talk
2	Higher level general vocabulary
3	Subject specific terminology and concepts

Children need to have a rich vocabulary bank which contains words from all three tiers. This then allows children to demonstrate their learning , their thoughts, ideas and feelings in a more confident way.

As teachers we need to help children build their vocabulary. We need to give them subject specific terminology and key words, and we are often quite good at that as many sub-

jects create word banks, word lists , and display key words in class-rooms.

Back to Contents

The Carbon Cycle	The Nitrogen Cycle
<ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Respiration</li> <li>• Combustion</li> <li>• Carbon</li> <li>• Fossil fuels</li> <li>• Decomposers/decompositi on</li> <li>• Nutrients</li> <li>• Warmth</li> <li>• Moisture</li> <li>• Oxygen</li> </ul>	<ul style="list-style-type: none"> <li>• Lightening</li> <li>• Nitrates</li> <li>• Nitrogen</li> <li>• Nitrogen-fixing bacteria</li> <li>• Root nodules</li> <li>• Protein</li> <li>• Detritivores</li> <li>• Decomposers</li> <li>• Nitrifying bacteria</li> <li>• Leaching</li> <li>• Denitrifying bacteria</li> </ul>

Key/ Scientific Words

#### GCSE Music Key Words

1. 3/4 or 4/4
2. Syncopation
3. Sequence
4. Diatonic harmony
5. Major/minor
6. Homophonic
7. Polyphonic
8. Unison
9. Octaves
10. Crescendo/diminuendo
11. Tremolando
12. Pizzicato
13. Glissando
14. Continuo
15. Baroque/Classical/Romantic

Children can learn subject specific key words and can generally apply them in their written work fairly confidently. However, do they have a wide range of Tier 2 words in their vocabulary bank? How can we develop their vocabulary further?

There are a range of strategies we can use to help broaden children's vocabulary levels:

- Modelling - using a range of vocabulary ourselves
- Word of the Week
- Discussion
- Debate
- Suggested wider reading
- Talking
- Drama
- Having words which are 'banned' - It was a ~~nice~~ day.
- Redrafting
- Talk for Writing
- 'Magpie' words
- Cultural opportunities
- Thesaurus

A word of caution when using a Thesaurus - you have to be able to use words in the right context. Remember Joey from Friends and his attempt at making his letter sound smarter? 'They're warm, nice people with big hearts' became: 'They're humid, prepossessing Homo sapiens with full-sized aortic pumps'!

One example of developing vocabulary:

Tier	Type of word
1	Negative threatens character
2	Vindictive manipulative intimidates
3	Protagonist catalyst motif

When analysing 'Of Mice and Men', by John Steinbeck.

Curley's wife is described in a negative way by John Steinbeck. She threatens Crooks. The men call her a 'tart' because she flirts with them and they think she is dangerous.

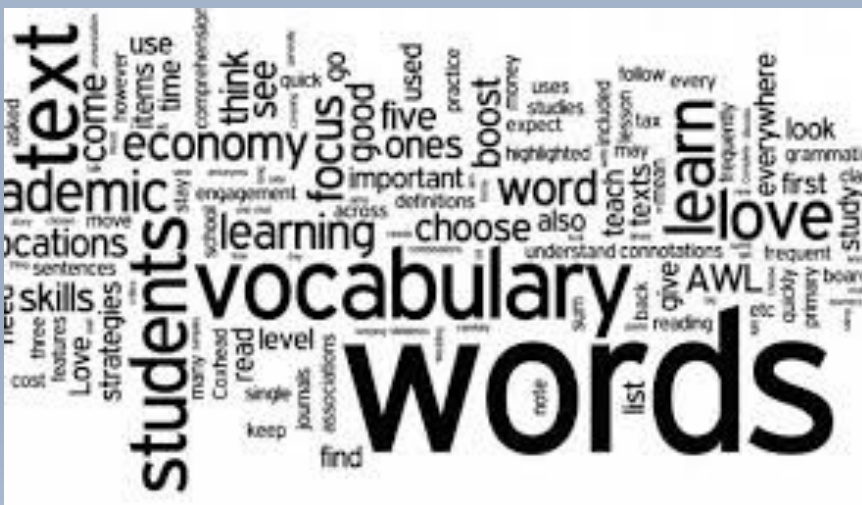
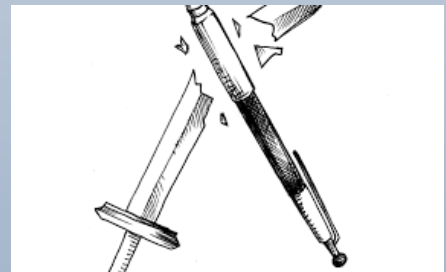
*This response clearly shows understanding, but could be expressed more sophisticatedly.*

Steinbeck portrays Curley's wife as vindictive and manipulative when she intimidates Crooks. Derogatory language, such as 'tart', is used by the male characters when referring to her. The motif of the corrupting power of female sexuality is explored.



In primary and secondary contexts we use reading strategies such as encouraging children to break down tricky words when reading or writing. This is important as it stops children from being afraid of unfamiliar words and stops them from avoiding using more complex tier 2 words . Allowing them to redraft or try out new words such as through Talk for Writing, allows children to be more confident.

*'The pen is mightier than the sword!'*



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## Our 3 key priorities

One theme- Responsive Teaching

Priorities- as easy as ABC!

AfL- questioning, feedback & planning

Behaviour- positive learning behaviours, reducing LLD

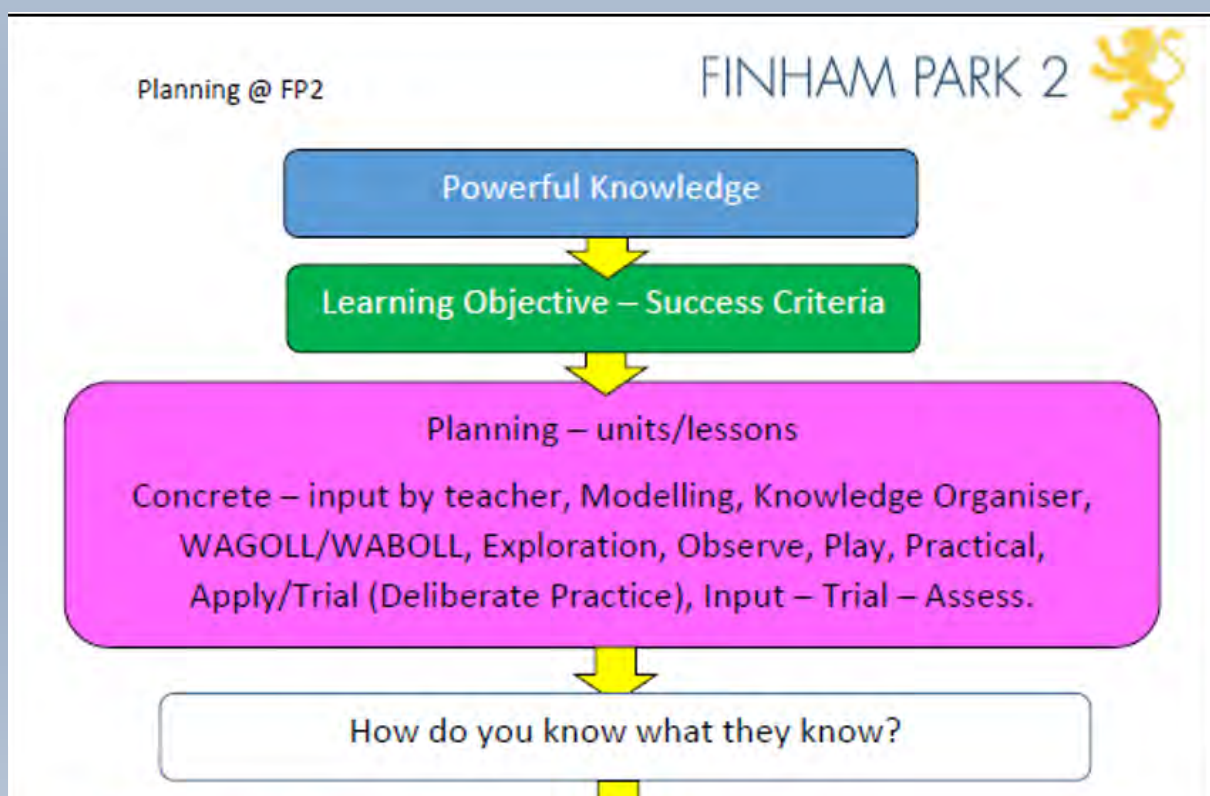
Challenge- high challenge for all

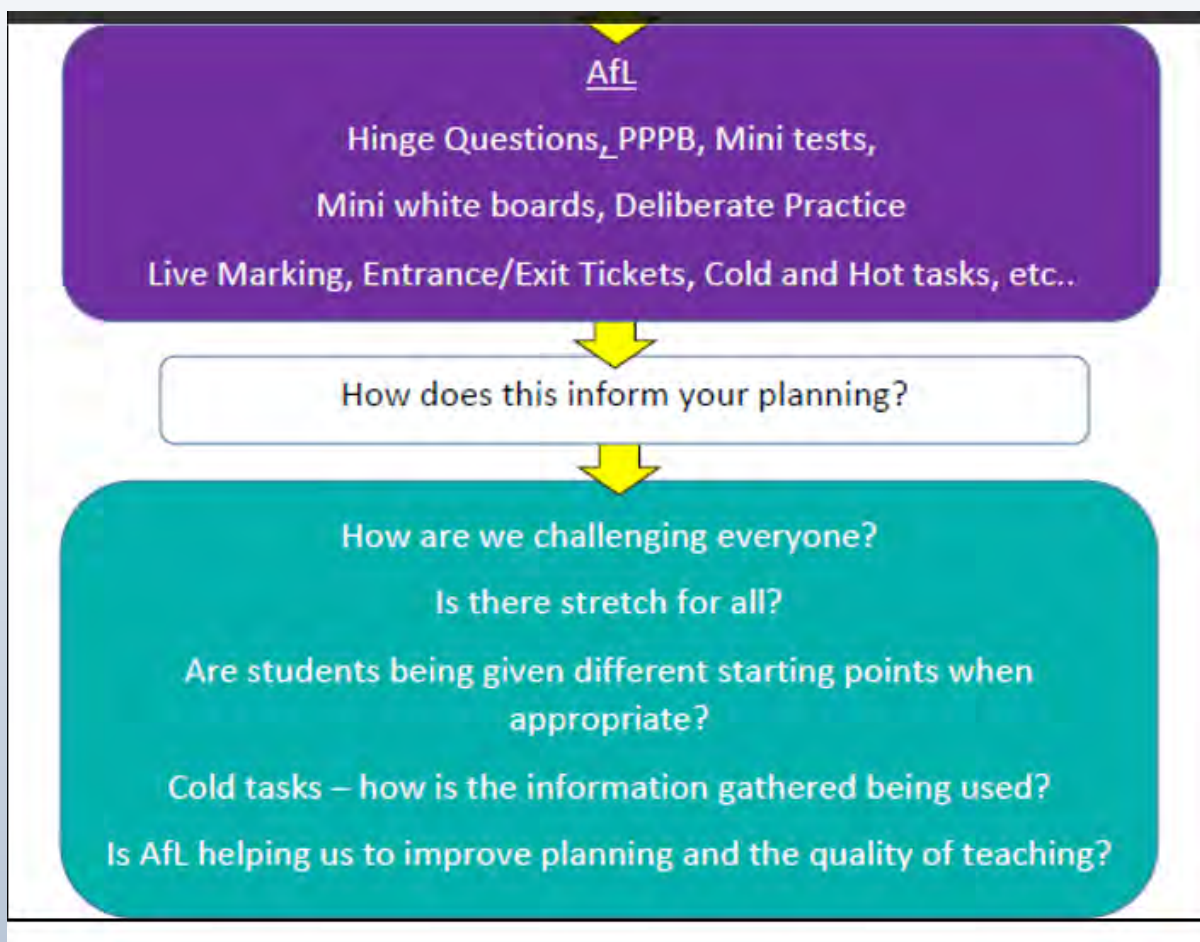


Finham Park 2 have summarised their 3 key priorities under one theme of Responsive Teaching—as simple as ABC. With a focus on questioning, they remind themselves of Rosehine’s statement:

*‘Effective teachers ask more questions from more students in greater depth, checking for understanding, involving all learners and exploring thinking processes and misconceptions as well as correct answers’.*

Feedback and assessment lead to planning. Their aim is that more focus is put on planning high quality, responsive lessons and have worked on what makes effective planning.





Feedback, Assessment and Tracking are vital in enabling students to progress.

*‘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*







As part of our Whole School development this year, Questioning is one of our key focuses. Are we questioning for answers or are we questioning for learning? Following our feedback from the Health Checks, I created our whole strategy and set out on a quest to bring Questioning back to the forefront of our teaching.

Using our responsive teaching ethos, a different focus is set for each phase of the year to allow staff to reflect, re-develop and then review, repeating the process throughout the term.

Phase	Time Frame	Focus
"Questioning Questioning"	October Half Term – Christmas 2018	<p>Identify Best Practice within School to baseline assess skilled practitioners around the 3 Health Check Feedback areas.</p> <p>Raise awareness of Health Check feedback within departments and ask DOLs to reflect and RAG rate where department is currently at.</p> <p>Create Sharing Success to display best practice and initial questioning ideas as well as reminding staff of No Hands Up policy for January 2019</p>
"Answering Questioning"	<p><u>AQ1</u></p> <p>January – February Half Term 2019</p> <p><u>Questioning Focuses:</u></p> <ol style="list-style-type: none"><li>1. Use precise language when questioning</li><li>2. Use structured questioning at the start of lessons linked to powerful knowledge in curriculum plans.</li><li>3. Reflect on time, type &amp; target of questions across a selected class.</li></ol>	<p>Develop "Questioning Champions" within each department to implement, feedback and progress questioning focuses each half term.</p> <p>Pilot "Questioning Spine" in each department as a reminder resource for classroom boards and get feedback on effectiveness.</p> <p>Explore staff needs via whole school google questionnaire and analyse results for CPD and department support needs.</p> <p>Provide CPD Session for Whole School on initial Health Check Targets &amp; Areas of success so far.</p>

## Phase

## Time Frame

## Focus

### "Answering Questioning"

#### AQ2

February Half Term – Easter 2019

#### Questioning Focuses:

1. Peer Questioning— Framing Questions for Student Led Activity.
2. No Hands Up— Year 10 Pilot - Effectiveness & Outcomes
3. KS5—Blooms Questioning Checker— Are we challenging our sixth form students enough through Questions?

Questioning Champions to trial a peer led questioning strategy and provide feedback to department & Lucy Hood on effectiveness. Select 2 classes and monitor impact on learning.

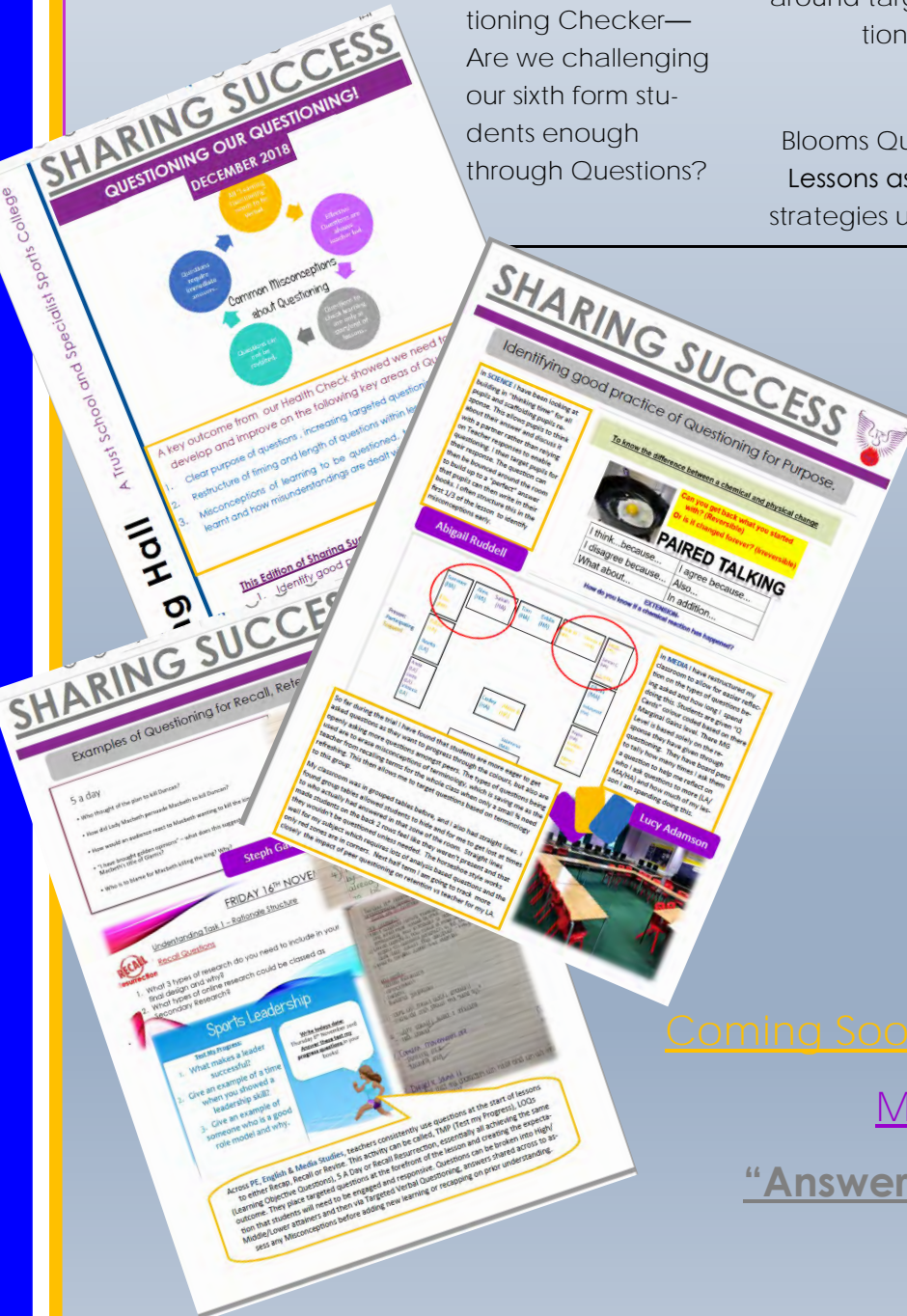
Learning Walks focusing on Year 10 "No Hands Up" questioning throughout March to identify best practice and areas to improve.

Student Voice questionnaire to Year 7, Year 10 & Year 12 to look at trends and outcomes around targeted questioning, levels of questioning and peer questioning.

Blooms Questioning Checker trialled in KS5 Lessons as a "teacher reminder" tool and strategies used in May 2019 Sharing Success.

## "Questioning Questioning"

December 2018



Coming Soon!! - Sharing Success

March 2019

## "Answering Questioning"

# Empowering Champions & Piloting Resources



**Questioning - Staff Q.1**

A reflective staff questionnaire on their use of questioning in the teaching practice.

How often do you reflect on your use of Questioning in your teaching? \*

☐ Daily  
☐ Weekly  
☐ Half Termly  
☐ End of School Year  
☐ I don't reflect on my Questioning practice.

How would you rate yourself on your use of "No Hands Up" in your lessons?

1 2 3 4 5

I always forget about this and have hands up in lots of my lessons. I use this consistently across all my lessons.



Our questioning champions have just been nominated this half term from each department. They are currently working on piloting our new questioning spine within departments and providing feedback (01.03.19). During directorate meetings, champions were asked to identify good practice around our current questioning targets and begin to gather examples for our next Sharing Success which will be out 08.03.19.

Alongside this, we currently have a whole school staff voice questionnaire where staff are providing reflections on areas such as targeted questioning, teacher led questions and how they feel the no hands up strategy is working in their lessons. These responses are due in on Friday 15th February and will then be analysed to further develop CPD and resources for staff next half term. We will be doing a further 2 staff voice questionnaires this year to identify the impact of resources & training and 2 student questionnaires to look at students perspective of questioning within lessons.

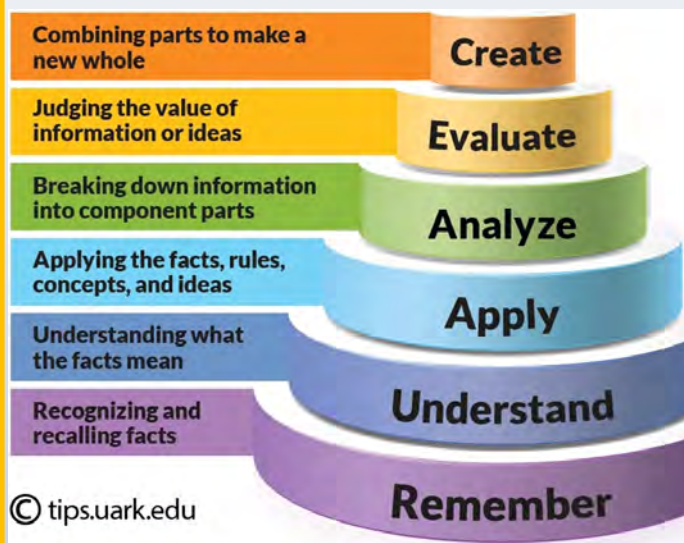
The Spine concept was developed originally when working with trainees when we were focusing on structure & content of lessons and how this links into responsive teaching.

The spine aims to be a tool as a "teacher reminder" to support teachers when in the classroom to ensure they have this questioning structure & are introducing key learning questions at the start and tackling misconceptions before students leave the classroom at the end.

The red vertebrae change each half term with our new whole school focus to keep staff refreshed and reflective.



# Trainees, Literature & CPD



## Ptolemy Eltrington

1. What is the artwork made out of? What materials have been used?
2. Why do you think the artist chose those materials?
3. How do the materials used work together? Do they work together?
4. What does the artwork make you think about?
5. I like/dislike the artwork because...
6. If I could ask the artist a question, I would ask...



Trainees have been using the blooms questioning model to reflect on their use of questions used in lessons. Helen Plenderleith our Art Trainee has found using LOQs (Learning Objective Questions) a great tool for structuring lessons and recapping on prior knowledge to ensure there were no misconceptions.

Staff have had a wealth of literature sent round from Books to Blogs to support reflection and development. Email conversations between staff often occur from this shared reading and discussions and debates have been formed about style and purpose of questions amongst colleagues. The use of up to date literature has brought questioning to the forefront of teachers minds and a great culture of sharing good education literature has begun!



<http://www.sec-ed.co.uk/best-practice/effective-classroom-questioning-strategies/>  
Andy McHugh – Questioning Blog – Shared to Staff from Paul Green, Headteacher.



Responsive Teaching – Harry Fletcher-Wood  
Chapter 4 – How can we tell what students learned?  
Shared by Cathy Smith, Associate Headteacher



Chartered College of Teaching – Blogs & Articles  
<https://chartercollegeteaching.org/questioning/>  
Shared by David Smith – Assistant Head Teacher



“How to Use Questioning in the Classroom” – Mike Gershon  
(Free with Kindle Unlimited!)  
Shared by Lucy Hood – Questioning Lead

## Pupil Feedback

- Pupils like the techniques being used by teachers so far and most of them said it was a fair selection process for answering questions
- On the whole most pupils mentioned they liked the random selection techniques such as lolly pops or name generators
- Pupils suggested that teachers need to keep reminding pupils to not put their hands up, as they need some time to adjust.



	Timing	Student activity	Differentiation	Questioning
Lesson Starter (Last lesson / Last week / Last topic)		What activity is taking place? What links to PK are there? Recall, Recall, Recall?		How was Questioning used to recall and recap on prior learning?
Main		What activity is taking place? What analysis can you make about pace, timing & progress in this section of the lesson?		How was Questioning used to stretch & challenge?
Development		How has the teacher built on Powerful Knowledge? What mistakes/misconceptions did the teacher face & how did they overcome these?		How was Questioning used to stretch & challenge misconceptions?

On Thursday 14th February, myself, Steph Gater & Laura Calderwood will be delivering a whole school staff CPD around questioning. We will be focusing on successful strategies for target questioning, questioning for stretch and challenge & embedding questioning into our new lesson planning format.



# Tech She Can



FINHAM PARK  
MULTI ACADEMY TRUST



Schools within the Finham Park Multi Academy Trust, together with Rugby Free School, are the first in the UK to take part in a pilot to help encourage more young people to pursue technology-related careers—especially young girls to help close the gender gap.

The lesson programme has been put together by The Tech She Can Charter a commitment by 78 organisations to work together to inspire and educate young people to choose science, technology, engineering and mathematics (STEM) subjects at GCSE and eventually tech careers. Tech She Can aims to create educational material that equally appeals to both boys and girls. It demonstrate the wide breadth and depth of tech roles, by highlighting real tech role models.

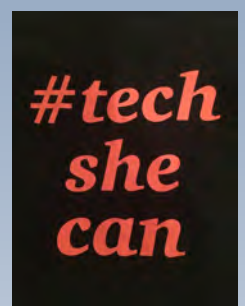
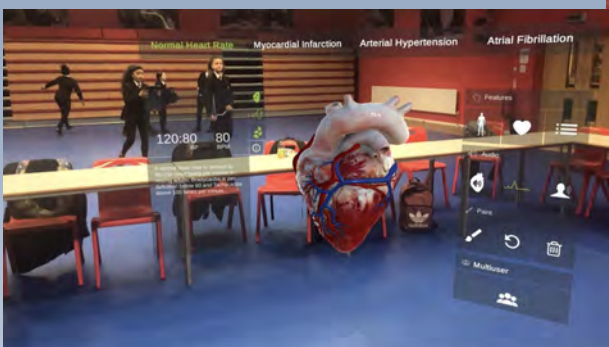
The Tech She Can Charter was created following research by PwC which surveyed over 2000 A Level and university students. The research shows that the gender gap in technology starts at school and carries on through every stage of girls' and women's lives. Only 27% of female students surveyed said they would consider a career in technology, compared to 61% of males, and only 3% confirmed it as their first choice.



On Monday 3rd December, 13 teachers began their training held at Lyng Hall School. This was ahead of the launch of the pilot which began in January.

Pupils aged 10-13 will receive six two-hour lessons based on tech for manufacturing and engineering, tech for fun, tech for communication, tech for education and tech for health and inclusion. The lessons are designed to be taught by all subject teachers and are mapped directly into the National Curriculum, whilst meeting six of the eight Gatsby Benchmarks, with the opportunity for students to gain a CREST bronze award.

Paul Green, headteacher at Lyng Hall School said: 'The staff at Lyng Hall are very excited to be part of the Tech We Can pilot. Technology plays a huge part in everyone's lives today, so this is a great opportunity for us to make sure that what we are doing in schools is at the leading edge of what is possible. We recognise the importance of pupils, especially girls, seeing role models and being encouraged to choose STEM subjects and pursue tech careers. We are pleased to be working with colleagues across the five schools to work collaboratively to bring this exciting project to as many of our children as possible.'





## Taking the classroom outdoors

Finham Primary took the classroom outdoors in Wales.

A fun time was had by all the children and staff at this year's residential to Plas Do-y-Moch.

We left school on Friday 11th January and returned on Tuesday 15th. During the visit to the outdoor education centre, the children climbed mountains, explored slate mines, orienteered around the centre and a forest, experienced the thrill of kayaking (or canoeing), rock scrambled at Borth y Gest, and created art on Criccieth Beach using natural resources!





As well as making their own beds, children made their own lunches every day and carried out their jobs around the centre.



The children explored, discovered and conserved as part of the John Muir Award. On their return to school they planned and present a celebration assembly where they shared their adventures. Inspired by their experiences, the children created persuasive leaflets that were shared with the pupils in Year 4 who will be the next Finham Primary children to go Dol-y-Moch.





Warwick University Centre for Teacher Education asked Hannah Johnson, Assistant SENDCO and Geography Teacher at Finham Park 2 to run a 'Subject Hub of Excellence' Day. the focus for the day was on Active Learning and Challenge for HA students in Geography, working in partnership with CTE Kate Hamer to inspire trainee teachers to plan engaging geography lessons. 16 trainee teachers attended the workshop and completed activities around using ICT in the geography classroom, the use of education outdoors, and a student voice workshop with 8 HA geography pupils. Finham Park 2 students enjoyed participating in their session and enjoyed reflecting on their self efficacy as learners and participants, providing suggestions to help with responsive planning.

Feedback from the day was very positive:

*'Hannah was wonderful—a very inspirational geography teacher. We all thoroughly enjoyed the day. it was good fun and we learnt lots of useful hints and tips.'* - Veronica, Geography Trainee

*'it was genuinely one of the best sessions we've had so far. It was helpful to hear from the kids at FP2 and I've taken away some positive things on active learning'* - Lisa, Geography Trainee

*'Just to say thank you and well done on behalf of the trainees. The importance of having school based practitioners undertaking some sessions cannot be understated. The trainees can really benefit so much from this'* - David Winters, Associate Lecturer, University of Warwick CTE





# #TeachMeetFP2

## Responsive Teaching Monday 11 March 2019

Join colleagues from The Lion Alliance and beyond at our Spring Term Teach Meet exploring Responsive Teaching:

Talks and presentations will include:

- Why we do what we do – inclusive schools
- Adverse Childhood Experiences
- Feedback not Marking
- Developing teachers – Leadership
- Mental Health and Wellbeing
- Using IT in the responsive classroom

Teach Meet  
11 March 2019  
4.15 – 6:15pm  
Finham Park 2



Reserve your free place:  
[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk) or register:  
<https://www.eventbrite.co.uk/e/teachmeetfp2-tickets-55782785814>  
[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)

Use CPD Events on Finham Park MAT Connect to sign up for the Lion Alliance TeachMeet, or email:

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

Refreshments are sponsored by Frog Education



### 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>

# Finham Park Multi Academy Trust

## World Class Education



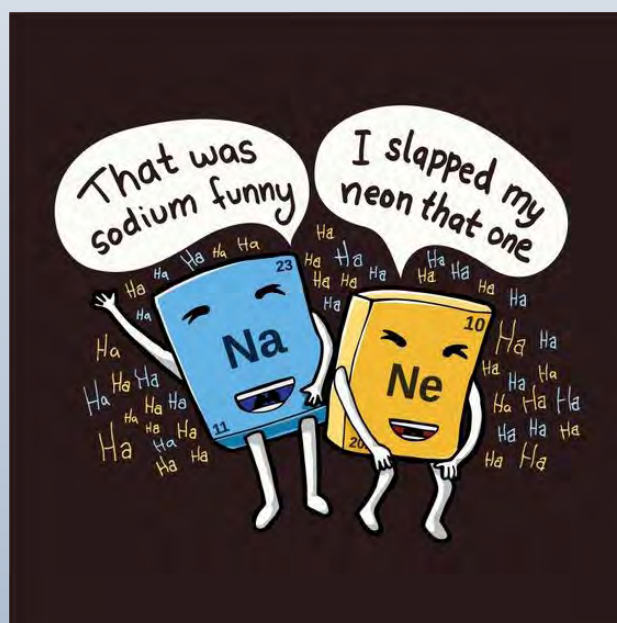
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Finham Park Multi Academy Trust  
Torrington Avenue  
Coventry  
West Midlands  
CV4 9WT

Tel: 024 7641 8135  
Fax: 024 7684 0803  
Email: [executiveheadteacher@finhampark.co.uk](mailto:executiveheadteacher@finhampark.co.uk)  
[www.finhampark.co.uk](http://www.finhampark.co.uk)

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

