

# Finham Park Multi Academy Trust

*World Class Education*

May 2019

Edition 8



## Key Stage 1 Literacy



## Thoughts from Africa



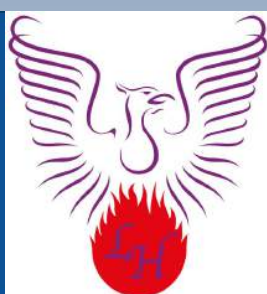
## Teaching and Learning

*Responsive Teaching*



## Lion Alliance

*TeachMeet*



# Welcome from Mark Bailie



Dear Colleague

Welcome to the latest edition of World Class Education.  
Thank you to everyone for their contributions.

The Spring and Summer Terms are always busy times in schools, with SATs, GCSE and A Level examinations. Students and staff have been preparing hard for these public examinations and I wish all students every success. However, whilst these examinations are understandably an important part of schools, looking through this latest edition shows that schools offer students much more than preparing for tests; they prepare them for life.

The high quality learning that takes place across the schools in the Finham Park MAT stem partly from the opportunities given to staff through CPD within their own schools, across the MAT and through the Teaching School Alliance. The TeachMeet hosted by Finham Park 2 in March enabled staff to come together and share best practice. Colleagues from Primary and Secondary took away inspiration and teaching and learning strategies which had been tried and tested in the classroom.

The Teaching and Learning research groups (TaLK groups) at Finham Park and Finham Park 2 are another example of staff developing their craft to provide the best opportunities for students. Having a wealth of expertise across Finham Park Multi Academy Trust and the Lion Alliance Teaching School Alliance, are certainly beneficial to our schools.

One important aspect of teaching is Literacy. This edition shares examples of children developing their Literacy skills from Early Years through to Year 6. Strategies such as 'boxing up' and Talk 4 Writing are extended and used in Secondary schools, with Lyng Hall showcasing some of their work here too. Developing literacy skills are key in children's learning. Enjoying

reading is hugely rewarding as well as educational. It was lovely to see the children across all schools celebrating World Book Day. I think Finham Primary won the award for best costumes!

Learning extends beyond the classroom and some highlights are included in this edition. Students from Finham Park School were given the opportunity to travel to Africa for the start of what will surely prove to be a strong link being forged between schools in Uganda and Finham Park.

Children from Lyng Hall School and Finham Park School have demonstrated their linguistic skills as well as an understanding and appreciation of culture in Spanish speaking nations. Fiesta Hispanica and a student exchange with Santa Ana School, Spain are just a couple examples of where our students benefit from the Languages departments within our Multi Academy Trust. In fact, students from Lyng Hall School, Finham Park and Finham Park 2 will be travelling to China in July as part of the Mandarin Excellence Programme. I'm sure we will read more about that in the Autumn edition.

Careers Information Advice and Guidance opportunities at all of our schools help prepare students for their next steps. Examples of this can be seen in this edition at Lyng Hall. Preparing students with these life skills play an important part in education, as does the work around the Spiritual, Social, Moral and Cultural development of children.

This edition shows just a few examples of the work within our schools to prepare children not only for examinations, but to be the best they can be in life—truly World Class.

I wish you all a restful half term break after what was possibly one of the shortest half terms we have had!

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



# The lion Alliance

## Teacher Training

Our trainees are already two terms through their training year! Many of our trainees have been looking for their first teaching position as NQTs and have already been successful in securing their first teaching post for September. Subject mentors across the alliance have been fantastic in supporting trainees to develop their classroom practice and excel in their training year.

## Alliance Day

Our fifteen Lion Alliance trainees came together for their final Alliance Training Day this half term, to consider and explore their role beyond the classroom. They experienced an action packed day at Finham Park School, focussing on different aspects of the role of a teacher outside their own specialism. It was great to have the team together, reflecting upon their practice and considering how the practical advice could influence their craft.







## Interested in a career in teaching?

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

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

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



Apply through UCAS Online  
Applications open: 9 October 2018

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)  
Finham Park School, Green Lane, Coventry, CV3 6EA

### Know Someone Interested in Teaching?

We've been busy meeting potential trainees at recruitment evenings at Warwick University and have enjoyed hosting taster days at different schools across the alliance. Already we have a significant number of trainees joining us in September in both Primary and Secondary schools across the alliance but we still have spaces. If you know anyone who is considering teaching as a career, we'd love to hear from them! Ask them to get in touch:

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



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

## Have you spotted our banners?

The next time you're driving down the A45, look out for our banners, advertising our alliance. If you look carefully you may spot some familiar faces!



## Continuing Professional Development

Finham Park 2 hosted the second Lion Alliance Teach Meet earlier this half term. The event started with talks from Paul Green, Head of Lyng Hall and Nicola Gould from the Arthur Terry Learning Partnership, followed by Sajid Gulsar from Prince Albert Community Trust. Practitioners from schools came together to share expertise and specialist knowledge on different aspects of pedagogy. This was an excellent opportunity for colleagues to share and learn from one another. We're looking forward to the next one, being held at West Coventry Academy!







THE LION  
ALLIANCE



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training  
that

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c/o Finham Park School



### **Specialist Leaders in Education**

It's an exciting time as we are opening the recruitment process for Specialist Leaders in Education across The Lion Alliance. This is an incredible opportunity to develop systems leadership in different schools. We're looking forward to meeting our applicants.

For more information use the following link:

<https://www.gov.uk/guidance/specialist-leaders-of-education-a-guide-for-potential-applicants>

**Jane Buggins**



## Teaching and Learning

The Talk 4 Writing Mats in Maths have proven successful in getting pupils to break down the question and figure out what Maths they will need to use and in what order. The 'plan it, do it and check it' approach familiarises pupils with using the same process to simplify the questions.

### Using Boxing Up to Structure Answers to Maths Problems

#### Beginning (Plan it)

- What is the question asking me? Work out what the question is asking and underline it on the question
- What information do I already have.  
Work out what information will help answer the question

#### Middle (Do it)

- What maths will I be using? Work out what maths to use
- What calculations/working out do I need to do?  
Do the working out in order so method is clear.  
Write steps

#### End (Check it)

- How can I check that my answer is correct.  
Check I have answered the question asked.  
Check calculations.  
Check answers seem logical given the question and the information provided

### Lets Talk Maths

What does your answer mean?

Why are our answers different?

Can someone restate what was said?

What I heard you say was?

- I agree because...
- I noticed...
- This makes sense because...
- I do not understand...
- I disagree because...
- The first thing I did was...
- I know a different way...
- The words that helped me were...
- I would like to revise my answer because...

How else can you solve this problem?

What strategy did you use?

Can you explain this to me?

How do you know you are right?



Below are some examples of how the mathematics have been broken down into stages using boxes to create direct and clear steps and working out.

**Original Amount  $\times$  Multiplier = New Amount**

**Original Amount  $\div$  Multiplier = New Amount**

**Lindsay Jeans** Original amount  $\times 0.75 =$   
 $120 \div 0.75 = 90$

**Lindsay Trainer** Original amount  $\times 0.7 =$   
 $85 \div 0.7 = 60$

**Lindsay Hoodie** Original Amount  $\times 0.25 =$   
 $70 \div 0.4 = 28$

**Lindsay Pants/shorts** Original amount  $\times 0.4 =$   
 $70 \div 0.4 = 28$

**Alex Jeans** Original amount  $\times 0.7 =$   
 $85 \div 0.7 = 60$

**Alex Trainers** Original amount  $\times 0.2 =$   
 $72.50 \div 0.2 = 14.50$

**Alex Hoodies** Original amount  $\times 0.4 =$   
 $225 \div 0.6 = 90$

**Alex Pants** Original amount  $\times 0.8 =$   
 $18.75 \div 0.5 = 15$

**Reverse percentage change**

**vocabulary**

- profit
- percentage
- original
- increase
- decrease
- multiplier

**Original  $\times$  Multiplier = New Amount**

**Original = New Amount  $\div$  Multiplier**

**Worked Example 1:**

Original	$\times$	Multiplier	=	New Amount
?		0.7		£60

**Worked Example 2:**

Original	=	New Amount	$\div$	Multiplier
£85.71		60		0.7

Saved £25.71

**Worked Example 3:**

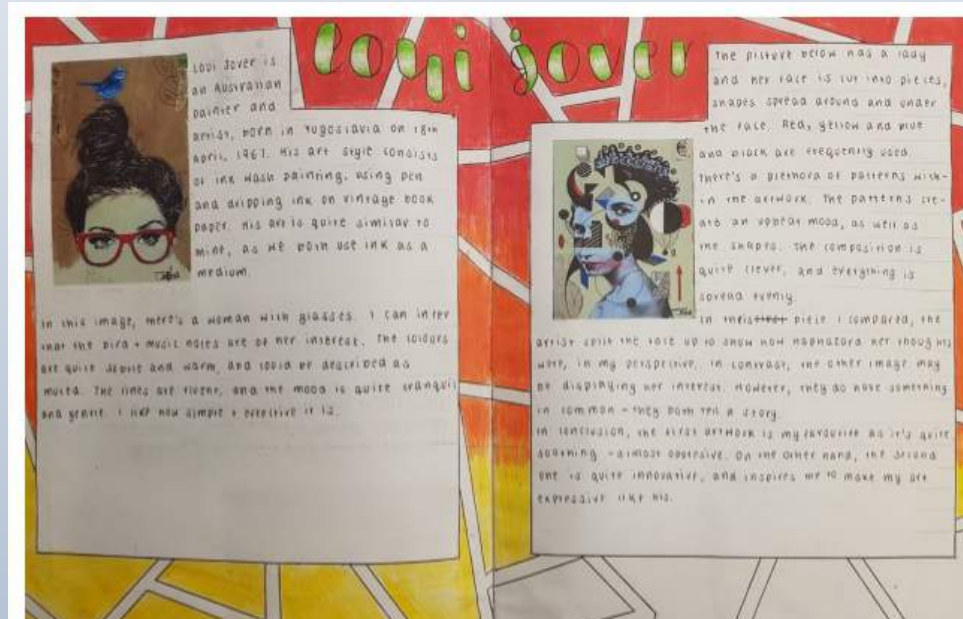
Original	$\times$	Multiplier	=	New Amount
?		0.2		14.50

**Worked Example 4:**

Original	=	Multiplier	$\div$	New Amount
72.50		0.7		14.50

Saved £53

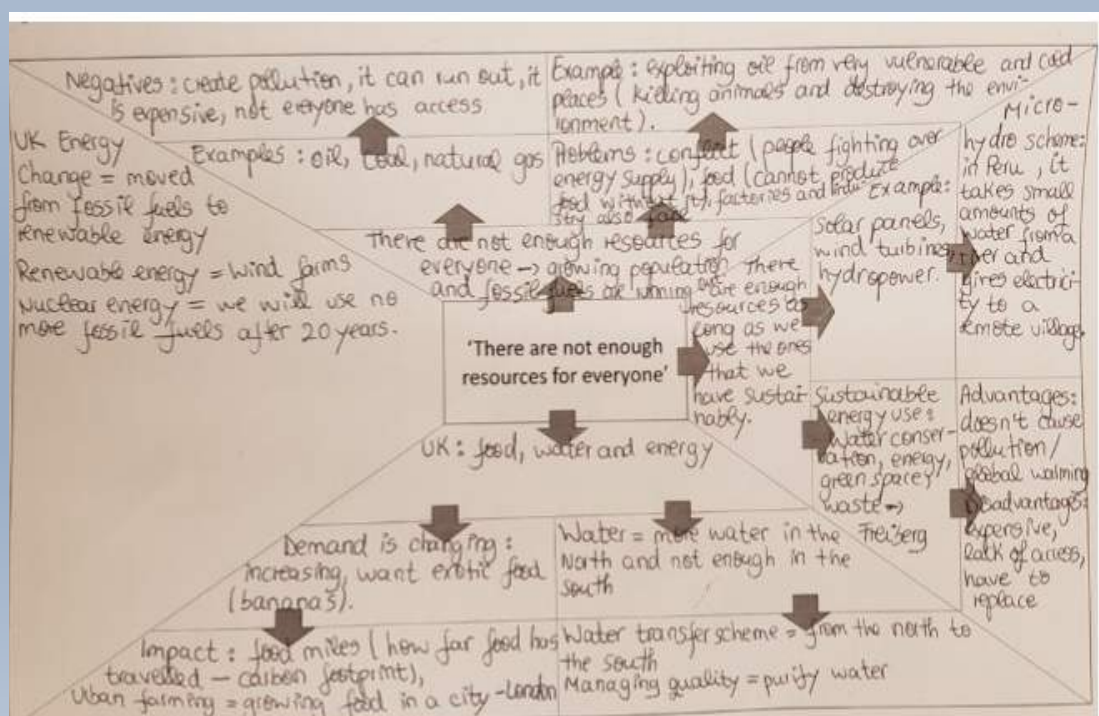
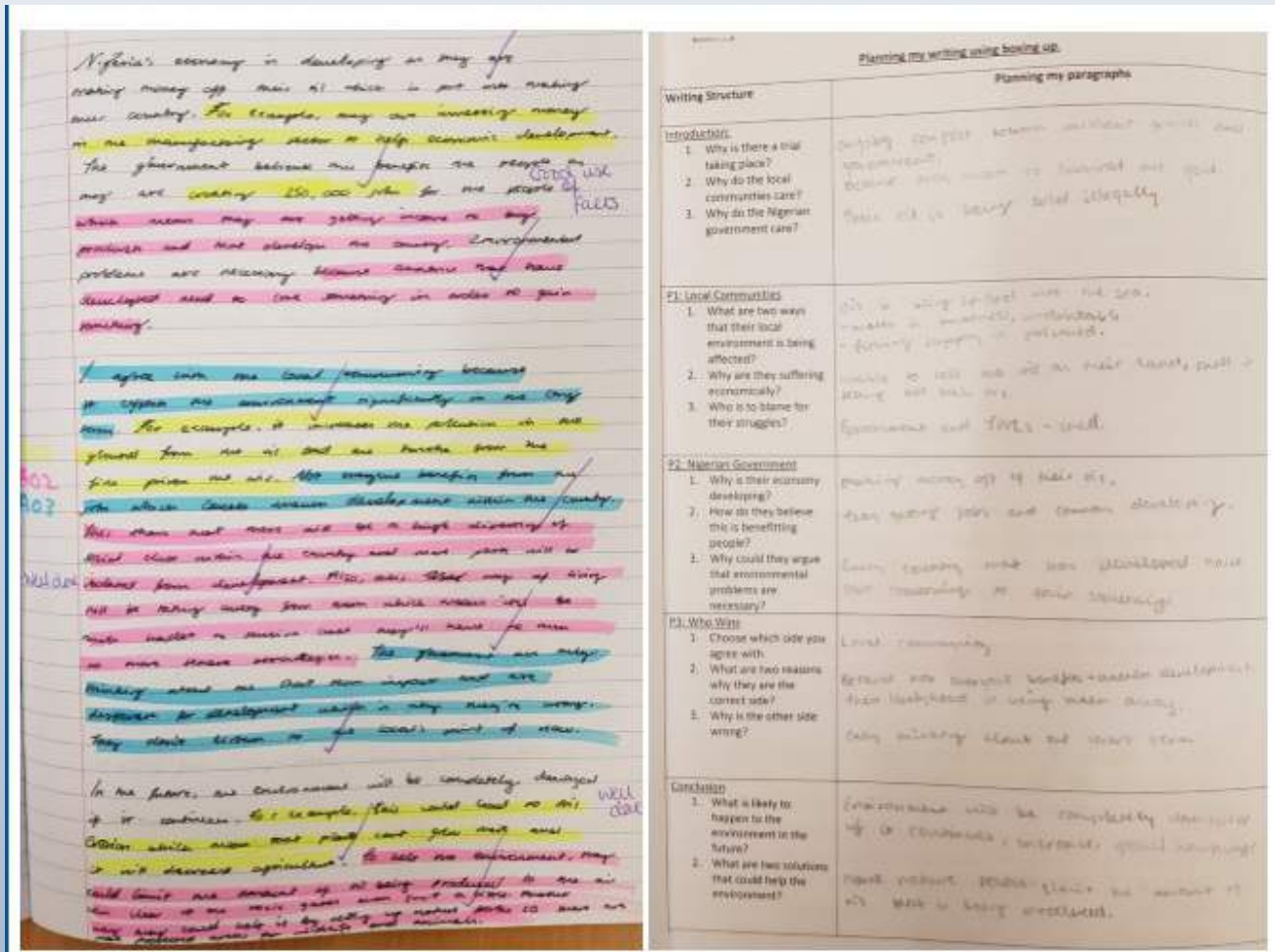
In Year 9, Fine Art students have been boxing up templates to plan their writing, for this task pupils were asked to analyse the work of an artist. They picked 2 images of the artist's work. They found out information about the artist through reading and spent some time as a group discussing the formal elements and key words used to describe them. Students used the T4W literacy mat and key rings to support them throughout their planning.



Planning my writing using boxing up.	
Writing Structure	Planning my paragraphs
<b>Opening:</b> Introduce the Artist including the following information: Where they are from What sort of work they create What media/ techniques do they use Explain why you are analysing their work, how does their work connect to your work?	Louis Jover is an Australian painter and artist, born 18th of April, 1961. He's 51 years old and was born in Yugoslavia. His art style consists of ink wash painting, using pen and dripping ink on vintage book paper. His work connects to mine, as ink medium.
<b>Analysing artwork 1:</b> Describe the formal elements and how they have been used. This could include descriptions of colour, shape, pattern, texture, composition, line, and mood. Explain what you like about the work and how it inspires you.	On the first picture, second picture, there is a woman and her face is cut into shapes pieces, with shapes spread around and under the face. Red, yellow and black are frequent colours used in the drawing. There is a plethora of patterns within the artwork. The patterns create an upbeat mood, as well as the shapes. He uses clever composition.
<b>Analysing artwork 2:</b> Describe the formal elements and how they have been used. This could include descriptions of colour, shape, pattern, texture, composition, line, and mood. Explain what you like about the work and how it inspires you.	The second picture has a drawing of a girl with glasses. I can infer that the music notes and the bird must be of her interest. The colours are quite warm, and muted. Lines are fluent. Mood is quite tranquil and gentle. I like how it is quite simple but still very effective.
<b>Compare:</b> Compare the two pieces you have chosen to analyse, what do they have in common? What differences can you see? What do you think the artist is trying to represent in each piece?	In the first piece I compared, I think the artist spent her time up to show how haphazard her thoughts were. The other one, in contrast, may be showing her interests, etc. However, the do have something in common, they both are trying to tell a story of the person that's in the artwork.
<b>Conclusion:</b> Which is your favourite piece and why? How does this inspire you, what ideas does it give you? You must explain your intentions for your work, how will you use the influence of this artist in your own work?	The second drawing is my favourite, this is because it's quite similar to my art style, and I like how it isn't too trashy - it's more soothing and almost oppressive. This gives me ideas on the other hand, the second one is quite innovative and inspires me to try something different, and I aspire to make my art expressive like his.



Students have quickly adapted to T4W techniques in Humanities and are using boxing up to plan much more structured pieces of text. Boxing up plans have been used in students' books to refer to when completing their final pieces of writing.





In English the strengths of one particular class were students were secure with high level vocabulary and techniques. The limitations were the intensity of description meant sometimes the impact of ambitious content was lost.

## Can your writing capture the mood of this attack? Boxing up our plan.

For sometime before the genocide, feelings against Tutsi's were intense. Everyone knew that something terrible was going to happen.
When the time finally came, the attackers came running into our houses, screaming and singing songs about how they were going to kill us all. There was this huge noise, like a massive swarm of bees descending on the house.
All the children managed to run away. But my energy just left me. I was drained. But I did manage to climb and hide in a nearby mango tree. They didn't see me.
They chased the children, then went into the house and killed everyone in there my mother, my father, my grandmother, all the people hiding there. I didn't see it but I could hear the crying; the moaning; the screaming. Then the screaming stopped, and I knew everyone was dead.

The text was broken up and as a class, students explored each section to look at the characteristics.

## Can your writing capture the mood of this attack? Boxing up our plan.

	MAGPIE VOCABULARY/SENTENCE STEMS:
<b>Set the context of the scene/linked to surrounding events and themes:</b> For sometime before the genocide, feelings against Tutsi's were intense. Everyone knew that something terrible was going to happen.	
<b>Build/develop atmosphere to get sense of mood before attack:</b> When the time finally came, the attackers came running into our houses, screaming and singing songs about how they were going to kill us all. There was this huge noise, like a massive swarm of bees descending on the house.	
<b>Zoom in on narrative voice's reaction:</b> All the children managed to run away. But my energy just left me. I was drained. But I did manage to climb and hide in a nearby mango tree. They didn't see me.	
<b>Emotive response to final events/action:</b> They chased the children, then went into the house and killed everyone in there my mother, my father, my grandmother, all the people hiding there. I didn't see it but I could hear the crying; the moaning; the screaming. Then the screaming stopped, and I knew everyone was dead.	

[illegible]

before the attack,  
to rise racism. The  
minority in a sea of white  
opened, the pride of  
attacked Stephen, silent  
phil's tranquility. There was  
like a historical want  
me

I was left. Left to take  
mobilised - feeling each inch of my  
sinners. But they would not come  
lay on the roadside. A fight  
in mortal life cruelty for man.

permeable

For an eternity before the attack, this area was home to ripe racism. The Jamaican migrants were a minority in a sea of white. When the inevitable happened, the pride of white lions mercilessly attacked Stephen, silent screams shattering the night's tranquility. There was an emptiness to his pain, like a historical vault society wouldn't let breathe.

The lions escaped but I was left. Left to take my final breath. I was immobilised - feeling each inch of my life drain away. I could hear sirens but they wouldn't come for me. Vulnerable - alone.

Alone in this country his body lay on the roadside. A fight that came too late. An innocent life cruelly forsaken.

sea of  
Jam  
struck with  
panic-sh  
being  
heightened  
pain up  
desperate  
fight for a  
thought he u  
justice  
it all went

Students looked at a model structure before writing independently.

The impact can be seen with the first draft before T4W,

BEFORE T4VW INTERVENTION:

Letter 12:

The will sor death

## The Search for Happiness

### Post T4W Interventions:

was dead.

The 'White' Majority Surrounded ~~to~~ a black minority. Stephen was one of many that have been sadly murdered and unrecognized by the Police because of racial ~~pre~~ unrest. The permeable bonds became weaker as Stephen's blood pelted and the British Kingdom showered with panic. Pain upon pain, the security or Stephen felt like ~~the darkness~~ ~~from~~ ~~the~~ ~~entire~~ them. Stephen sought for his life. I became immobilized over the fact that the emergency

services let him be vulnerable to his sin brothers. I became instinctive to the problems we faced as a race. Desperate was me, will they do for the Jews or my friend.

and the second draft.

## TALK at Finham Park 2

Teaching staff at Finham Park 2 are all involved in TALK groups (Teaching and Learning Communities). The aim of the group is to research and plan collaboratively, complete action research on the best T&L strategies for our school and then feedback findings including sharing best practice during CPD sessions.

Our TALK groups have each shared their progress so far during WAGOLL Wednesday T&L briefings in the Spring term. Strategies that have come out of T&L groups are already helping us to improve our whole school policies, particularly this term around feedback.

Our TALK groups are:

Responsive teaching in Maths

Responsive teaching: Feedback (Feedback/AFL/Questioning)

Responsive teaching: Deliberate practice/Recall & Retrieval practice



Responsive teaching: Positive Learning Behaviours



Name:	Homelessness
Can recognise and use different drama techniques with reasonable confidence.	
Can perform a character (using voice, movement, facial expression and gesture) that shows some thought and difference from themselves.	
Can stay in role for a reasonable amount of time during performance.	
Will make a reasonable contribution to their group work, sharing some ideas.	
With some encouragement, can respond to questions and feedback in class with comments that show some reflective thought. Responses given will use drama terms.	



## Group 5 Whole class feedback in English/PE

 <p>Correct true/false comprehension - Sean Paul, Oliver, Abbie.</p> <p>Range of details from both sources for summary - Ellie, Clive, Jess</p> <p>Analysis of keywords and whole quotations - Haleem</p> <p>Awesome use of subject terminology - Tate</p> <p>Good range of varied and appropriate quotes - Hollie, Corben</p> <p>Good explicit analysis - George.</p>	<p><b>Ask... about...</b></p> <table> <tr> <td>Tate</td><td>Identifying language techniques</td></tr> <tr> <td>Harry</td><td>Commenting on your summary</td></tr> <tr> <td>Hollie</td><td>Selecting a range of quotations</td></tr> </table>	Tate	Identifying language techniques	Harry	Commenting on your summary	Hollie	Selecting a range of quotations
Tate	Identifying language techniques						
Harry	Commenting on your summary						
Hollie	Selecting a range of quotations						
 <p>Make sure you focus on the question.</p> <p>Show you understand the text by commenting when you summarise.</p> <p>Be more specific with your analysis.</p> <p>Making sure your analysis links to your point.</p> <p>Use a range of quotations.</p> <p>Explore the effect on the reader.</p>	<p><b>DIRT time</b></p> <p>A) Hollie, Sean-Paul, Abbie, Oliver, Jake S</p> <p>B) Corben, Ellie, Tate, Harry</p> <p>C) George, Clive, Jess</p> <p>D) Haleem</p>						

Teacher: Hudson




GCSE P.E – Whole Class Feedback



Date of Marking: 28/01/19

### Student Task List:

- Are all your worksheets stuck in your book? ☐
- Are all your titles and dates underlined? ☐
- Is our work neat and tidy? ☐
- Have you spelt the below key words correctly? (If not, repeat 3 x). ☐
- If you have 'ticked' all of the first 4 questions, you are a Full Legend = 1 x sticker 
- Complete the misconception (Mc) tasks/questions that applies to **you**.

### AP12-13 Key Words:

- Aerobic
- Anaerobic
- Exercise
- Lactic acid
- Anticipatory rise
- Intensity

### Mc1 – Three Axis of Rotation ☐

- Student did not achieve full marks on question 15 in their last test.
- Pick up the axis of rotation worksheet
- Create your own funny names/poem/rap to remember the different types of rotations.



### Mc2 – Inside Muscles During Exercise ☐

- Student did not fully understand the three key things that occur in a muscle during exercise: *increase in temperature, increase in metabolism and an increase in lactic acid build up.*
- Draw, label and describe two pictures of: a working muscle and a resting muscle.

### Mc3 – Definitions & Examples of Fitness ☐

- Student did not get full marks on questions 9 & 12 on their last test.
- Pick up the 11 components of fitness worksheet.
- Complete this sheet using the textbook provided.

## Whole Class Feedback – Ecosystems

### COMMON MISCONCEPTIONS

- > Producer – a plant or organism that uses sunlight to produce its own energy
- > Tertiary consumer is a consumer that is the highest up the food chain
- > Distribution – how something is spread over a space
- > Interiors – inside space
- > If a question refers to a figure, make sure you talk about the figure in your answer

### GEOGRAPHY GENTUSES

Storm  
Lily  
Micah  
Eva  
Lailan  
Connor

Please see Miss Johnson for stickers.

### I CAN NOW... (HIGHLIGHT THE THINGS YOU CAN NOW DO)

- Refer to a figure when the question asks it
- Locate different biomes on a global map
- Explain how population is affected by a change in an ecosystem
- Describe locations of different biomes
- Explain the reasons why different biomes are found around the world
- Use key words to describe different parts of an ecosystem

### S P A G

#### Spelling mistakes (practice X2)

Tertiary  
Aquatic  
Endemic  
Reservoir  
Sediment  
Cathedral

### PRESENTATION CHECK

Please tick the box when you have gone back through my book and ...

- ✓ Underlined dates and times [ ]
- ✓ Checked spelling of key terms [ ]
- ✓ Completed any unfinished work [ ]
- ✓ All sheets are stuck in [ ]
- ✓ Have answered question below [ ]
- ✓ Have completed the DIRT task [ ]

### HWK missing

imani

Answer the following question in green pen in your books

**Bronze** – What are the different layers of the rainforest called?

**Silver** – What could be found at each of the different layers of the rainforest?

**Gold** – Why do we find different plants and animals in the layers of the rainforest compared to our ecosystem in the UK (temperate deciduous forest)

Group 5 Whole class feedback in Humanities and Business

## Whole Class Feedback

Date 4<sup>th</sup> Feb 19

Topic Revenue and Costs

Teacher Mrs Klym Class 9D

Fantastic work and effort: Stickers

Haziq Atiya  
Fatima Stuart Fizzah

Misconceptions/Errors:

Difference between revenue and cost.  
Be confident knowing examples of:  
fixed cost and variable cost.

Spellings:

Revenue  
Variable

### DIRT

- Define Revenue
- Define Fixed costs and give two examples
- Define Variable costs and give two examples

Discuss

Why is it important for a business to know about costs and Revenue?

What is the Formula for?

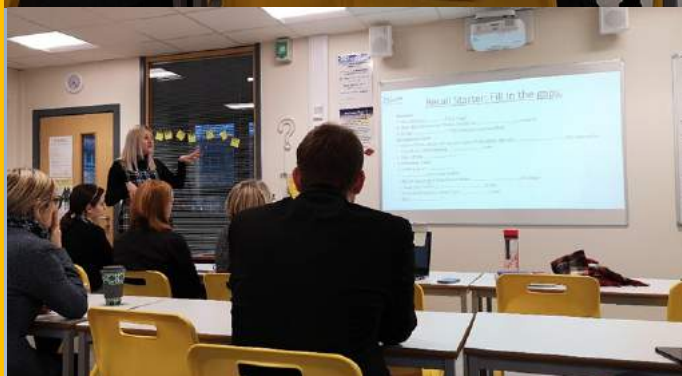
Revenue  
Total costs

## Dual Coding in History

<p><b>BRUNZEL:</b> Solve the diagram and number them 1-6</p> <p><b>STARS:</b> Match the diagram to the picture</p> <p><b>LODD:</b> Match the picture to the definition</p> <p><b>PLATDUM:</b> Match the definition to the information</p>			
Draw the w		Telegram written by an American diplomat to Washington that explained Stalin's desire for Soviet expansion.	Communism and capitalism were the two main ideologies in the Cold War.
I get to do		Plan for USSR (Union of Soviet Socialist Republics)	This telegram meant that the US followed a policy of containment against the Soviet Union.
Uy fence core nos		A plan to give billions of dollars in aid to war-torn countries of Europe.	This was signed in 1949 as a direct response to the Marshall Plan and the formation of NATO.
Keep run with rig		A set of shared beliefs.	The Soviet Union started in 1917 with the Russian Revolution.
Tate get see it		A communist defensive military alliance, including the Soviet Union, Poland and Bulgaria.	UK received the most Marshall Aid, \$5.3 billion.
Shall give nos		War-time conference held in Yalta in February 1945.	This conference saw the decision of the Grand Alliance to divide Germany into four.
Get was got		A nation that was once independent but was now under the control of another.	Poland, Bulgaria, Hungary, Romania, the Baltic states, Ukraine, Czechoslovakia and Belarus were the satellite states.



Group 3 Recall and Retrieval practice – MFL, History and English



Liz Allton



**Teachers have been focused on developing a curriculum that is based upon Responsive Teaching.**

**Responsive teaching is:**

1. Setting clear goals and planning learning carefully
2. Identifying what students have understood and where they are struggling

Responding, adapting our teaching to support students to do better.

(Harry Fletcher-Wood 2018)

## INTENT

### **Our initial stages included:**

Vision of Responsive Teaching is shared with staff and policies and Strategic Framework aligned with this

Identify resources and time needed for implementation

Introduce Responsive Teaching to staff through a range of CPD sessions including the MAT training day and additional department time.

Complete a Curriculum review starting with KS3 –identifying powerful knowledge, key concepts and skills

Collaborate with other teachers (across the MAT and wider network of schools)

Use the TALK groups to complete action research projects based on Responsive Teaching

All staff to have a Responsive Teaching target as part of their appraisal targets

## IMPLEMENTATION

### **The next steps include ensuring that:**

Lessons are planned with clear objectives and success criteria

Powerful knowledge is delivered in a clear, interesting and engaging way

Deliberate practice is used to allow students to develop their apply their knowledge or practice their skills

Formative assessment checks that all students have learnt powerful knowledge and can apply key skills and concepts

Assessments are moderated across schools

Feedback is timely and meaningful to students and allows them to develop their understanding

Teachers are identifying misconceptions and using these to plan learning activities



## IMPACT

### **By developing a Responsive Curriculum we aim to make sure that:**

Students are aware of what they need to learn and what successful learning looks like.

Students are able to recall powerful knowledge and organise their learning better

Students are more confident that they are supported in their learning and therefore demonstrate more positive learning behaviours

Increased motivation of students to want to succeed

Progress of students is more rapid and sustained

## Curriculum Planning

Since September departments have been focused on rewriting their schemes of learning to incorporate Responsive Teaching. Training days in September and January allowed staff from across the Multi Academy Trust to develop their understanding of Responsive Teaching as well share best practice. Departments have then had additional meeting time to focus on what they have gained from the training days and build this into the curriculum plans. Teaching and Learning (TALK) groups have also taken a specific area of Responsive Teaching and developed this across the curriculum. Each week we spend time sharing ideas in WAGOLL Wednesday briefings.



**Key points that Departments were asked to consider as they reviewed their curriculum were:**

Have you captured the big picture? Yr7-11

Have you created a long term plan that splits this into logical units?

Have you identified the **powerful knowledge** in each unit?

Have you planned how to assess/ test the **powerful knowledge**? Within lessons? Within the unit? Between units?

Have you identified the key **concepts and connections**?

Have you planned when these will be delivered? Within lessons? Within the unit? Between units

Have you planned how to assess/test key concepts and connections?

Is feedback planned so that it has the most impact?

Are teachers confident that they know what successful learning looks like?

Is the curriculum planned to support all learners? Do staff have the tools needs to be responsive in their teaching?



## Modern Foreign Languages

At Finham Park 2 students study at least one language either French, Spanish or Mandarin at key stage 3. GCSE language students have been getting to grips with some complex aspects of their subject. In Mandarin they are busy learning the many difficult characters ready for their written paper. In French they have been working on the past tense and in Spanish they have been developing their longer written answers.

The Mandarin Excellence programme students in year 7 have worked with students from West Coventry academy to widen their knowledge of the language during an immersion day and the year 8 MEP students are preparing for their hurdle tests as well as their trip to China in the Summer.



2. Older sister listens to music every day.  
姐姐听音乐的日常。

3. Younger brother doesn't want fried rice, but he wants chicken meat.  
弟弟不要炒饭，但要鸡肉。

4. Who has gold fish?  
谁有金鱼？

5. My grandpa lives in Shanghai.  
爷爷住在上海。

6. My mum doesn't like listening to music, also doesn't like watching TV.  
妈妈不喜欢听音乐，也不喜欢看电视。

La Glastonbury festival es un festival de música en Coventry. Se celebra el 31 de agosto a 2 de septiembre. Hay comida, una feria y mucha música. En mi opinión la festival de Glastonbury es muy divertida. El año pasado, mi con mis amigos baile y cantamos día entero. Vimos Professor Green, Gabrielle y Jonas Blue, es muy bueno. Encuentro que es muy bueno porque es gratis.

### WAGOLL:

La noche de Guy Fawkes es festival tradicional en Inglaterra. Se celebra la noche del 5 de noviembre con fuegos artificiales. La gente quemaba la figura de Guy Fawkes y se bebían bebidas calientes. Se celebra

Vivo en Coventry, en los Midlands occidentales, Inglaterra. En mi ciudad hay un parque temático, un mercado y un cine pero no hay un estadio, una piscina y una iglesia. No me gusta vivir aquí en Coventry porque es muy industrial y aburrido. Me gusta vivir en Florida porque es más soleado y bonito. En mi opinión, Coventry es pequeña y demasiado pequeña. *ady*



FINHAM PARK  
SCHOOL

## Teaching and Learning

### Evaluating the Impact of our Research Projects

Finham's Teaching and Learning community groups (TaLk) for 2018/19 met for the fourth 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 Art, Technology and IT group quickly gathered in their subject teams to update one another of their progress since January. Art have all been trialling the use of **googledoc structure strips** to support the marking of students' annotations. Staff felt these had worked really well on the whole and are now looking to make some amendments for those students who need more literacy support with their extended writing.



MFL and PE were similarly sharing resources and strategies. Glen Walker discussed his **Yr13 Revise-athon** resource as well as his recent **student voice survey** which he's been trialling in order to better gauge the impact of his research project.





#### YEAR 13: Feedback about revision starter tasks

In some of your lessons this year you have had revision tasks to help to remind you of the Year 12 content. I would like your views on how useful you have found this.

1) Do you think that doing Memory Monday activities at the start of lessons has helped you to remember key facts?

YES

NO

2) What type of revision activity have you found most useful and why? (Activities have included Key individual guess who, anagrams, odd ones out etc.)

\_\_\_\_\_

\_\_\_\_\_

3) When do you think Memory Monday activities should start?

Year 12 \_\_\_\_\_ (specify when)

Year 13 \_\_\_\_\_ (specify when)

4) Are there any other activities that you think would make good activities for revision starter tasks?

\_\_\_\_\_

**Year 13 'Revise-athon'**

Dedicate 45-60 minutes every day to revision and follow this steady -does-it program. It allows you to track your revision gradually. Start early to make a difference. For each topic (a) revisit your notes (b) create revision cards/mind maps (c) look at an exam question linked to this topic.

	Mon 18 <sup>th</sup> March	Tues 19 <sup>th</sup> March	Wed 20 <sup>th</sup> March	Thurs 21 <sup>st</sup> March	Fri 22 <sup>nd</sup> March	Sat 23 <sup>rd</sup> March	Sun 24 <sup>th</sup> March
WEEK 1	Russia in 1855 - economic/ political & social situation	The effects of the Crimean War & Emancipation of the serfs	Alexander II's domestic reforms	Impact of assassination attempts - Alexander II later policies	EXAM PRACTICE - Alexander II	The reforms of Alexander III	Russification
WEEK 2	EXAM PRACTICE - Interpretations	Moderate opposition to Tsarism	Radical opposition to Tsarism	Tsarist reaction to opposition	Friday 29 <sup>th</sup> March	Sat 30 <sup>th</sup> March	Sun 31 <sup>st</sup> March
WEEK 1	Mon 1 <sup>st</sup> April	Tues 2 <sup>nd</sup> April	Wed 3 <sup>rd</sup> April	Thurs 4 <sup>th</sup> April	Fri 5 <sup>th</sup> April	Sat 6 <sup>th</sup> April	Sun 7 <sup>th</sup> April
	The 1905 Revolution	Industry under Nicholas II	Agriculture under Nicholas II	Social change under Nicholas II	Economic and social developments under both Tsars	EXAM PRACTICE - Alexander III	Nicholas II early rule/ 1905 Russo-Japanese war
WEEK 2	Mon 8 <sup>th</sup> April	Tues 9 <sup>th</sup> April	Wed 10 <sup>th</sup> April	Thurs 11 <sup>th</sup> April	Fri 12 <sup>th</sup> April	Sat 13 <sup>th</sup> April	Sun 14 <sup>th</sup> April
	The abdication of Nicholas II and the provisional gov.	The Bolshevik Revolution	EXAM PRACTICE - Interpretations	Lenin and the role of ideology	The growth of opposition under Nicholas	The impact of the First World War	War Communism and the NEP
					The Civil War	Social change in Leninist Russia	

Our Humanities group were again split into their working parties where Avneet Gosal, Kendell Fowler and Lauren Dempster were sharing their joint project of **writing mats at KS4**. Following some student voice from Lauren's Yr11s regarding the 'wordy' nature of the resource she was looking to edit hers and then redo the student voice process so as the gauge improvements.

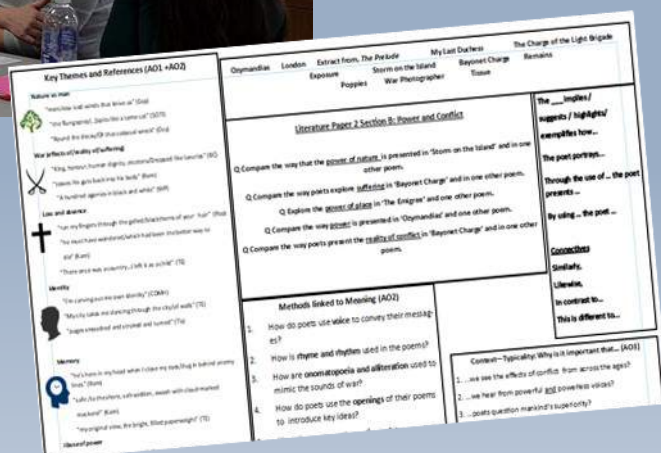




Once colleagues had shared their progress from last time, groups moved on to the 'Learning' element for this workshop: a pick and mix style of topical articles on subjects such as: *Curriculum Design*; *Knowledge Organisers*; *Differentiation* and *Cognitive Load Theory*. Staff led discussions of their assigned article, linking it to their own areas of interest and research. In our Maths group, Sarah fed back on her article: *So what is interleaving?* (Jake Hunton) while Lewis raised questions in response to the *Four Ways to Make the Most of Success Criteria* (Claire Gadsby) article.



Our English group had a detailed debate about *How to Create the Perfect Knowledge Organiser* (Becky Sayers) considering how best to balance concerns regarding cognitive overload with the need for students to really engage with the information. English colleagues shared ways they've used their newly created **knowledge organisers** this year in KS4 and KS5.



## Using Cognitive Load Theory to improve slideshow presentations

ANDY THARBY  
Teacher Toolkit, 10th November 2016  
10:00 AM

**I**n a recent blog, the *Teacher Toolkit* has been asked to write a short and snappy article on the topic of 'Using Cognitive Load Theory to improve slideshow presentations'. The article has been written by Andy Tharby, a teacher at a primary school in the north of England. The article is a short and snappy article on the topic of 'Using Cognitive Load Theory to improve slideshow presentations'. The article has been written by Andy Tharby, a teacher at a primary school in the north of England.

Our working memory, which we use for language comprehension, problem-solving and planning, has a very small capacity.

It is important to be aware of the capacity of our working memory when we are designing a presentation. The capacity of our working memory is limited, and we need to be aware of this when we are designing a presentation.

There are a number of ways in which we can reduce the cognitive load on our working memory. One way is to use simple language and avoid jargon. Another way is to use visual aids to help explain complex concepts.

Cognitive Load Theory has been used to explain a number of phenomena in the classroom. For example, it can explain why students often struggle to learn from a complex slideshow presentation.

One of the main reasons for this is that the capacity of our working memory is limited. This means that we can only hold a limited amount of information in our working memory at any one time.

Therefore, when we are designing a presentation, we need to be aware of the capacity of our working memory. We need to make sure that we are not presenting too much information at once.

One way to do this is to use simple language and avoid jargon. Another way is to use visual aids to help explain complex concepts. By doing this, we can reduce the cognitive load on our working memory and make our presentations more effective.

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References: Tharby, A. (2016). Using Cognitive Load Theory to improve slideshow presentations. *Teacher Toolkit*, 10th November 2016.

Tharby, A. (2016). Using Cognitive Load Theory to improve slideshow presentations. *Teacher Toolkit*, 10th November 2016.

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Tharby, A. (2016). Using Cognitive Load Theory to improve slideshow presentations. *Teacher Toolkit*, 10th November 2016.

Several colleagues across the groups spent time debating the top tips provided in Andy Tharby's article: *Using Cognitive Load Theory to Improve Slideshow Presentations*. Tharby's blog written for *TeacherToolkit* continues the concern surrounding our 'Death By Powerpoint' culture and instead outlines the very great value to be found in **Live Modelling**.

He writes:

"It's comforting isn't it, knowing that everything you need is just a click of a button away on the next slide? But I remember a time when this was not always the case. I remember a time when you had to write everything on the board – live! And this often meant **speaking your thoughts aloud**, especially if you lost your train of thought and had to go back a few sentences to pick it up. The biggest benefit of this approach is that **pupils get to hear their teacher thinking their way through something. They hear it being broken down into the steps.**"

And I know many colleagues have been experimenting this year with live marking, worked WAGOLLS and worked examples as part of our Responsive Teaching focus.

The 'Doing' part of our meeting allowed colleagues time to plan how they might start to gather 'evidence' of the impact their research project was having. Staff can choose from a wealth of different approaches including internal data collection, student voice, parent voice, lesson sampling feedback, learning walk and book trawl results. Science in particular talked about their routine use of student voice and regular quizzing..





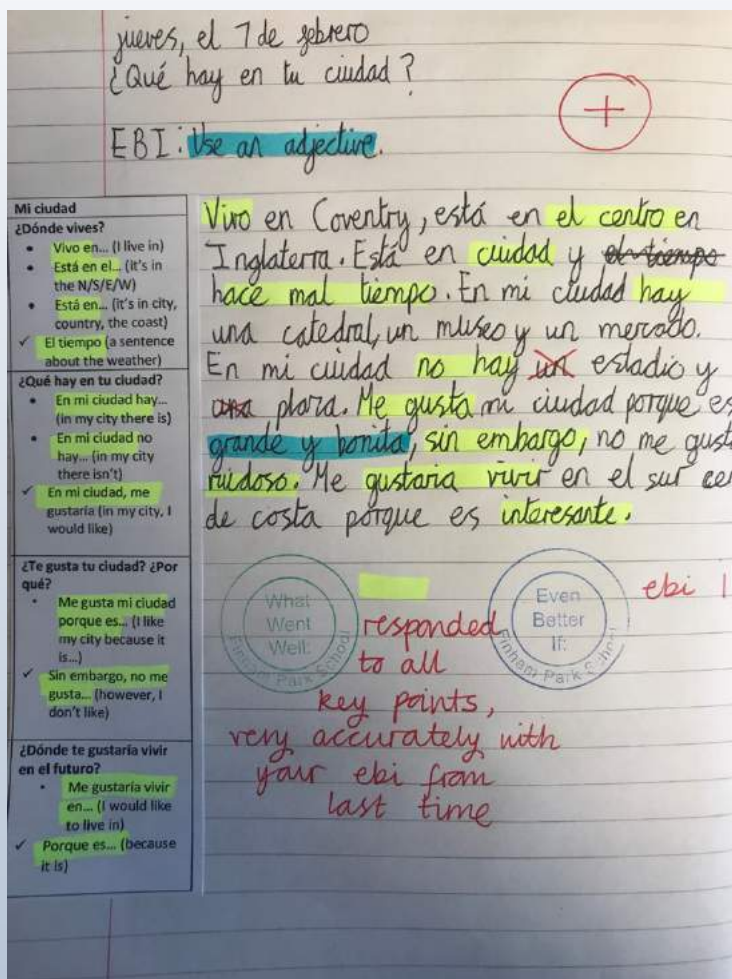
Finally, our Middle Leaders Talk group looked specifically at Literacy Across the Curriculum and were led by Matt Amos and Helen Cooke. After a lengthy discussion of processes already being used by departments, colleagues planned to audit the language so as to move towards a common language for literacy as well as consistent approach to PEE structures (of course, working closely with Middle Leaders to ensure the requirements of individual subjects are taken into account). Peer observations were also arranged for example between PE and English so as to support the PE department in their creation of longer answer resources and structures.



I'm sure staff will now continue to fine tune elements of their chosen academic research as well as build up a bank of useful evidence.

**Alex Ford**





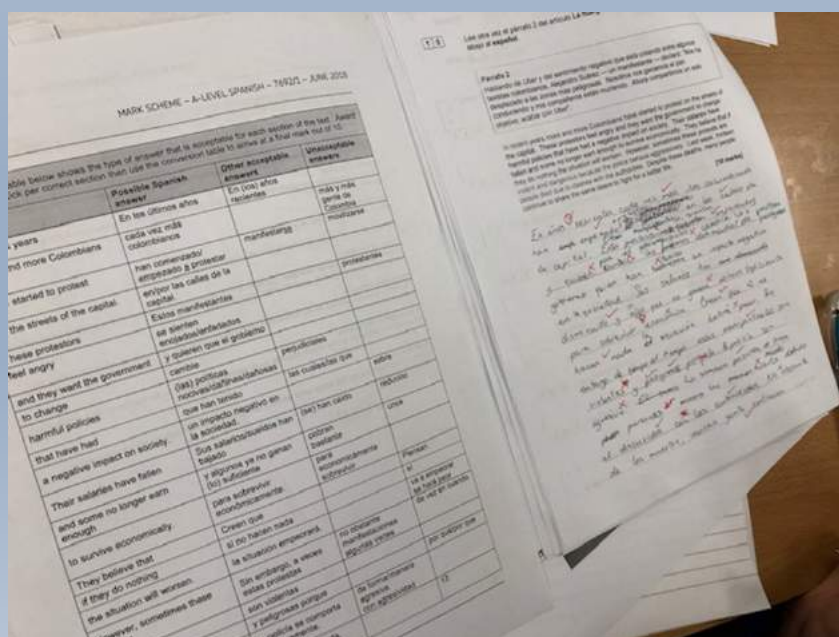
Pupils transfer their target or EBI on to their next piece of work to try and include it. I tried it with my Year 7 and it worked so effectively and then they highlighted to show me where they did it. I then gave them a +, =, or — to show their progress. If they completed their previous EBI in their work as well as successfully completed the task, they got a plus.

Danielle Malin

## Year 13 DIRT Tasks.

We had a look at different strategies to complete the most difficult parts of the paper (identified using previous marks).

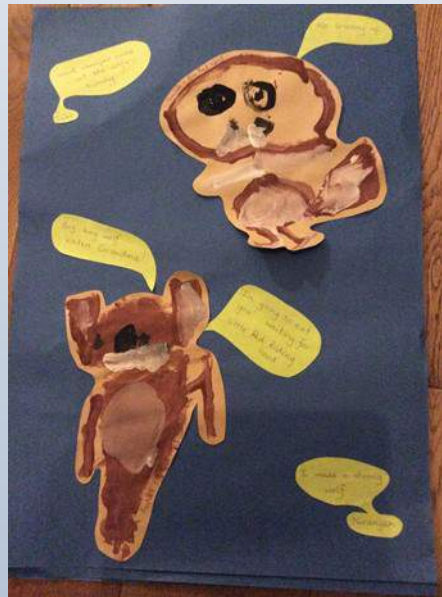
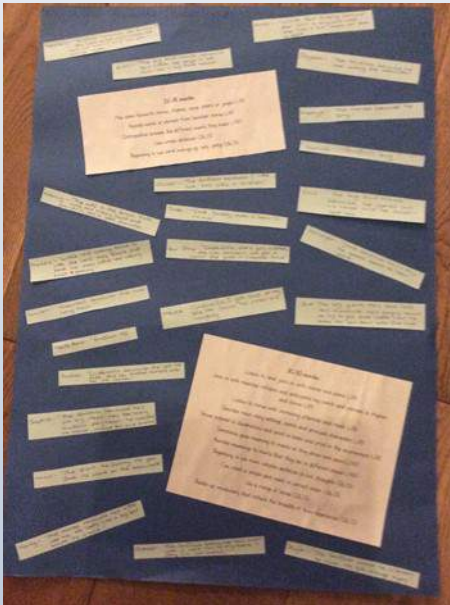
We went through the answers and the students corrected their work in green and added strategies to help them next time. I also asked them to improve their essay in green and I produced a similar grammar task to what they had done in the exam so they could practice more.



Lara Falomir

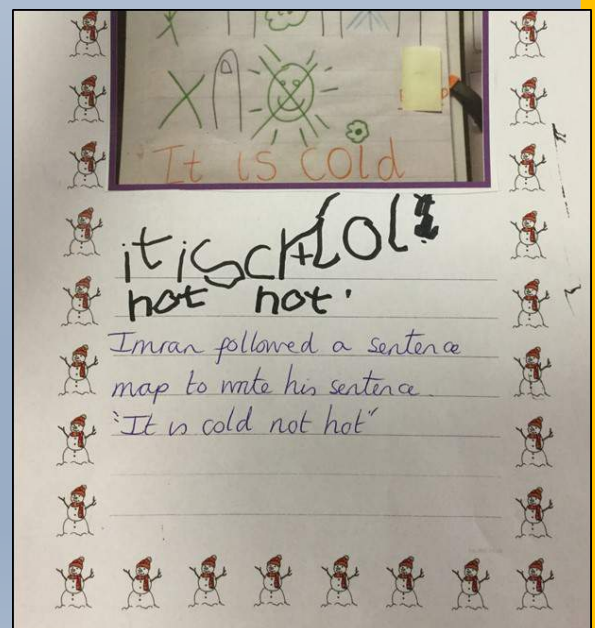
Nursery immersion in quality texts that are well chosen and allows the children to achieve the Early Learning Goals. Quotes recorded from the

children as evidence and demonstrate their love of the story and that they can infer and justify their answers.



### Great Talk 4 Writing

Strategies in EYFS—clarifying what a good one looks like, story mapping and different stages of writing process.





## Year 1


Introducing handwriting joins

Topic words and key vocabulary


Displayed and referred to regularly.

Appealing book corner to promote the importance of reading—books arranged by current theme and rotated regularly.


**Reading in 1TL**




Improved book corner  
- more inviting  
- All books on our Fairy Tale theme



Topic words  
- topic words read regularly for sight vocabulary and to discuss




High Frequency Word Challenge  
- children learn the words and move along once learnt.  
- Children motivated to learn and can see their progress.



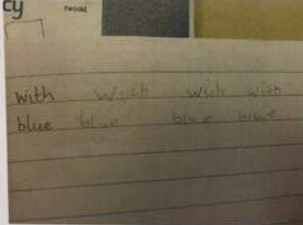
1-1 readers with TA now have an objective linked to CM to teach and assess. Helps to focus TA on specific LO each week and to be able to assess.

**Improving Writing in 1TL**


Differentiated writing mats on the tables. These are regularly referred to, children practise skills from them. Eg spelling lists, alphabet



Correcting spelling of High Frequency and topic words in books. Children then practise them several times in their books.



Introducing joining to most of the children. Children who struggle with handwriting continue to work with TA on single letter formation.



Boxing up stories to understand the structure and use to innovate own.

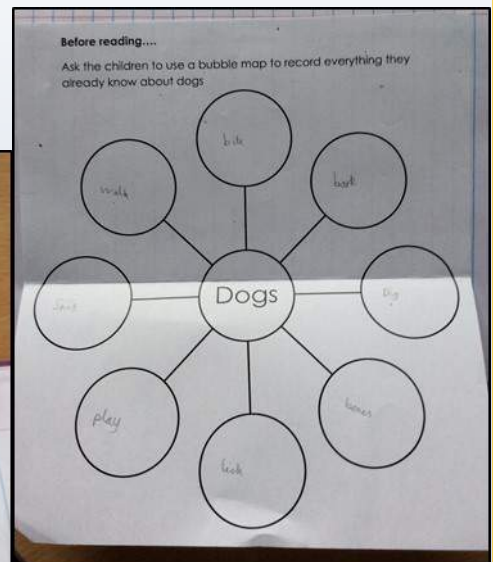
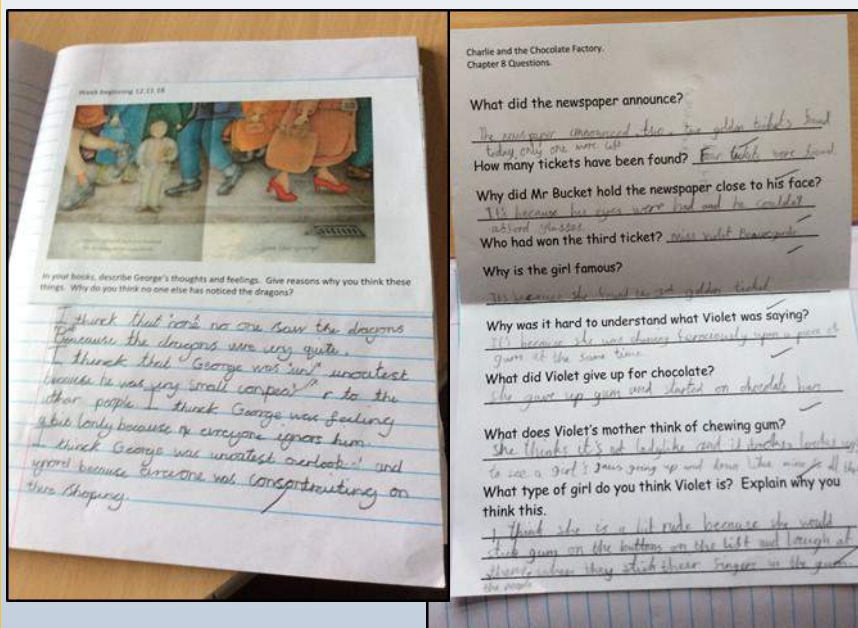


Date: Tuesday 12<sup>th</sup> February  
LO: I can use full stops, capital letters and exclamation marks.  
LO: I can use 'and' to join 2 sentences together.  
Context: Writing an alternate ending to the Three Little Pigs.

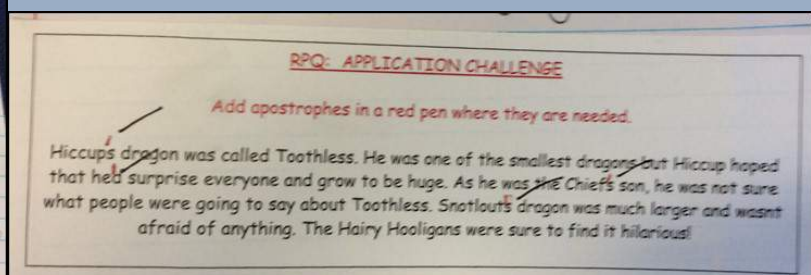
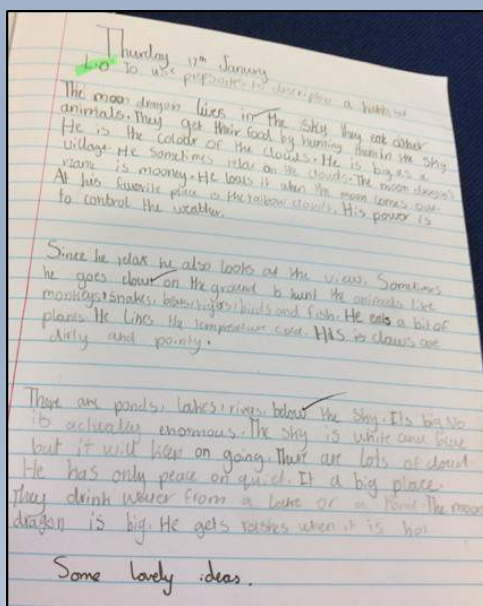
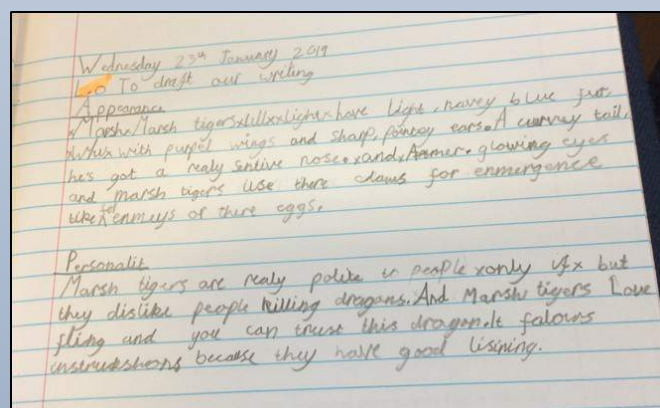
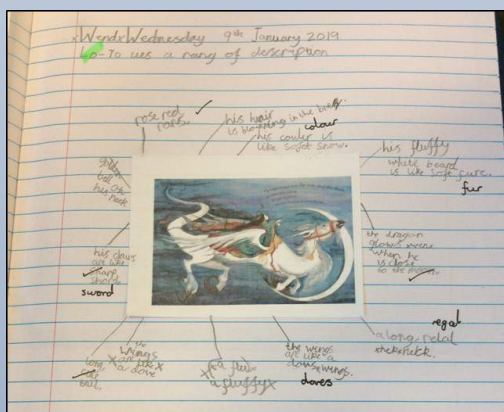
The wolf's skate  
skate boarded up to  
the roof and  
he got bit and  
his arm broke open  
then he get  
his ~~skate~~ ~~skate~~  
it broke  
He got a candle  
He burnt one little  
pig and one of the  
pigs had a gun and  
shot him and 2 little  
pigs lived happily  
ever after.



Year 2 use a variety of tasks in reading journals that allow children to practise key reading skills.

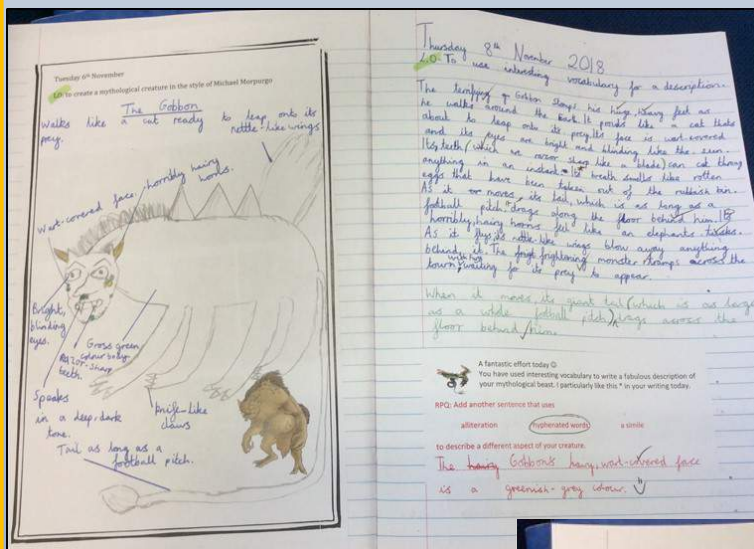


Year 3 effectively teaching the whole writing process from gathering ideas and writing in role.

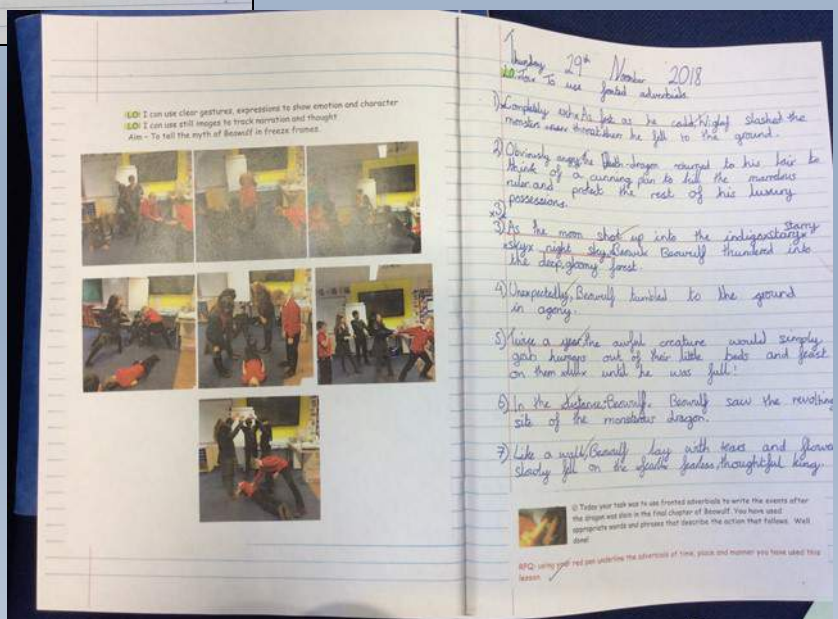




7 cups each with a different writing objective or skill are used to develop writing independently. Year 4 children are encouraged to select slips from specific cups which they stick at the top of their writing and show that they are able to use that skill independently at some point in the lesson.



Year 5 use drama to gather ideas before writing.



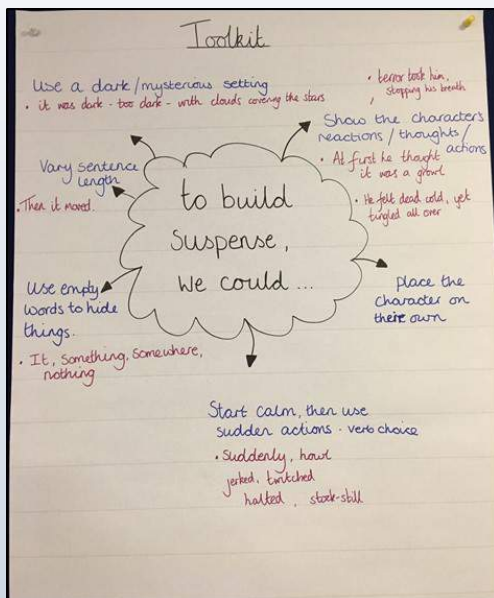


Instructions Chilli Challenges	
Key Structural Features	Key Grammatical/Language Features
I have written an Introduction sentence/paragraph to entertain and engage my reader	MTLD I have used the present tense I have used the second person (pronouns like You/It/These or an object's name)
I have written carefully ordered steps/sentences (at least 5)	I have punctuated EVERY sentence for control (Using Full Stops, Capital Letters and Commas)
I have written a conclusion or final warning that summarises the most important steps in my instructions	I have used some formal sounding details and extra advice (inside brackets) and adverbs to explain HOW to perform an action or step HOT I have used imperative verbs to command and control my reader
I have written an introduction that summarises 1 or 2 attractive and interesting results to be gained from carefully following my instructions.	I have written mostly in the present tense and second person
I have written several carefully ordered paragraphs/steps that share significant details in great depth, explaining HOW and WHY an action should be done	I have used cohesive devices that help sequence my writing and help it to flow (pronouns to avoid repeating an object + Fronted adverbials - Meanwhile, Some time later, Once you have, After that success, At this point)
I have chosen whether to use subheadings where necessary to clearly guide my reader around the key sections in my instructions	I have used some cohesive devices that add detail (sophisticated conjunctions + Fronted Adverbials - Furthermore, Moreover, Having learned to, Interestingly, In Essence)
To help guide my reader, I have chosen whether to number my steps/paragraphs or use adverbials instead	I have added details about each step/object. These add clarity and interest to my writing. I have used punctuation marks for clarity/parenthesis ; () - , ,
I have written a conclusion/warning/final message in the impact of completing my instructions. It summarises the best bits of the doing so.	I have used adverbs to explain HOW an action should be performed
I have written both an engaging, entertaining opening sentence and an introduction that intrigues my reader	I have used imperative/appropriate modal verbs and commands to control my reader with care (Must, Be, certain to, Ensure that, If possible, Take care to)
I have written in details and warnings that avoid any significant risk of failure	SPICY I have used punctuation for effect to add personality and authorial voice to my instructions ... , ' ? !
I have chosen whether to use subheadings and that entertain and intrigue my reader	I have written in sophisticated and interesting details to each paragraph (relative/sub-ordinate clauses)
	I have used many cohesive devices that help my writing to flow (sophisticated conjunctions/fronted adverbials - Furthermore, Moreover, Meanwhile, Some time later, Having succeeded at, In just a few moments Vivaly, After that success, Even at this point, Beyond this, In 5...
Comment	Next Steps
in your book	

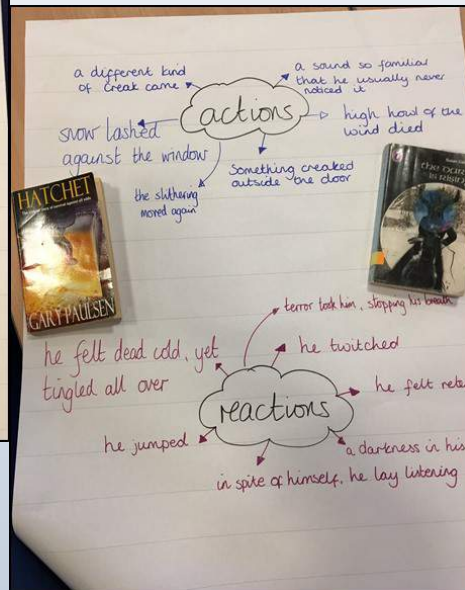
## Drafting and responding to feedback in Year 6.

[illegible]





Co-constructing toolkits which are then used as the success criteria for writing.



Unpicking sentences in Key stage 2 to understand inference and vocabulary.

**WALT: Infer a character's feelings, thoughts and actions from a narrative.**  
**Challenge—Use inference to find out about key events from the narrative.**

Without any warning at all, that was the moment Oona stopped. Curiously, as she was looking out to sea, her whole body tensed. She was breathing hard, short, sharp breaths. Oona is intrigued and out of breath

Obviously worried, the mahout was trying to calm her, but she wasn't paying any attention. The melodic rhythm of Oona's steps had been replaced by the piercing whistle of the wind. Oona is scared and worried

I looked out then, and noticed that the once idyllic horizon had changed. It looked as if a white line had been drawn across it; it was separating sky from sea. It wasn't how it was before

hypnotised by the sea  
Scared because her body tightened  
peaceful and calm music

sea extending  
slowly making its way  
glapping to get under  
frightened  
it's safe

**Tuesday 29th January 2019**  
**WALT: make inferences.**

Armies - the poet has chosen this word over another collective noun because 'armies' means a huge group of people that fight, suggesting that it's powerful.

I will summon armies of wind and rain and snow

I made the black cloud overhead

This is personification because the mountain can't actually do all these things.

Summon - this implies that the mountain is forming army and is getting ready to fight.

The mountain is saying that he is important and powerful as he made many things such as the black clouds above and the ice. It also suggests that everything he makes is dark and mysterious.



# TeachMeet

FINHAM PARK 2 

On Monday 11th March, colleagues from across the Lion Alliance came together for the 3rd Lion Alliance TeachMeet.

Hosted at Finham Park 2, with sponsorship from Frog Education and Costco, over 100 colleagues were able to listen to key presenters before moving to table top presentations.



Paul Green, Headteacher at Lyng Hall School, was the first presenter on stage. He spoke about Adverse Childhood Experiences





Nicola Gould, School Improvement Team for the Arthur Terry Learning Partnership, presented Responsive Teaching Practice. She shared two different methodological approaches to practice: The importance of planning for practice and the impact of practice on children.



Sajid Gulsar, CEO of the Prince Albert Community Trust in Birmingham, spoke on 'Why we do what we do.' Specifically focusing on inclusive schools

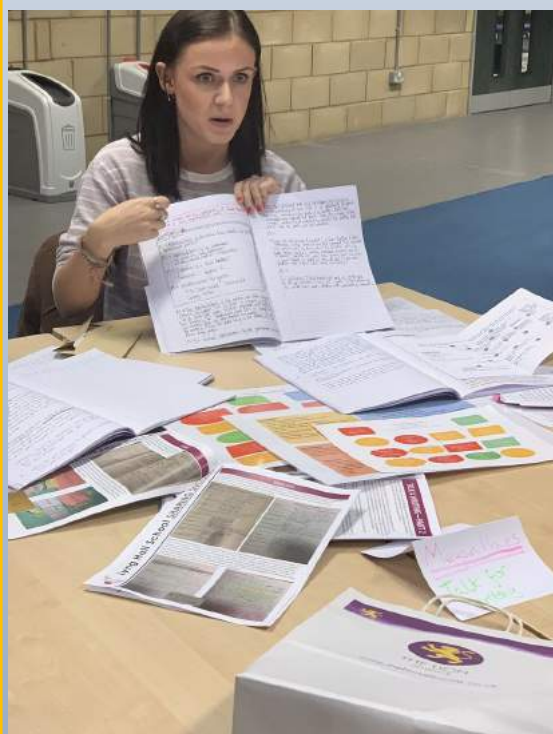




There were a selection of table top presentations from:

- Steve Taylor—Leading Responsive Teaching
- Lucy Hood— Questioning for Responsive Teaching
- Sapphire Macdonald —Maths across the Curriculum
- Dr Liz Pyne and Fionnuala Schofield—Having the right mind set—Positive Systems for Progress
- Phil Kerry—Assessing student progress using entry and exit tickets
- Becky Patel—Top Apps to Enhance Learning Opportunities
- Mike Gunn—Flipped learning
- Jon Bridgeman—Using Google to support Responsive Teaching
- Matt Styles—Responsive Teaching—Neuroscience
- Maria Andrianova—Developing digital skills for learning
- Megan Howes—Talk 4 Writing
- Frog—Using IT in a Responsive Classroom





Thank you to our sponsors, all those who presented and to Finham Park 2 for organising and hosting.



In January and February, 150 children across the Finham Park MAT and Rugby Free School completed a series of lessons called Tech We Can. The lessons were created by the Tech She Can charter and their main aim is to encourage more students to pursue careers in technology. The Tech She Can charter is primarily focused on increasing the number of females pursuing technology careers however the Tech We Can lessons are aimed at both boys and girls.

The students completed six two hour sessions themed around different areas in which they could use their technology skills within a career.

The results of the pilot included the following statistics:

**65%**

of students say they would now consider a career in technology, compared to **45% before**.

**81%**

of students can name a famous female working in technology after the lessons, compared to only 50% before.

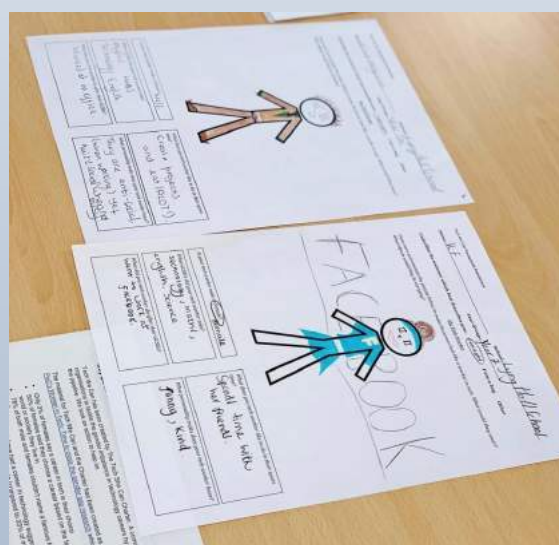
**87%**

of students enjoyed the Tech We Can lessons.  
**And 87% also say it increased their knowledge of technology careers.**



Before the lessons started, the students were asked to draw a picture of a typical worker in technology and describe their personality and hobbies. They were then asked to repeat the same task after completing the lessons. This picture is an example from one of the Year 7 girls who completed the Tech We Can lessons. Before the lessons, she drew a male in a brown suit and noted that he “spends his time on computers and isn’t very social”. At the end of the lessons, she drew herself as a Social Media Manager for Facebook.

Following feedback from the teachers and students in the Finham Park MAT, the lessons have now been adapted, improved and refined ready for a second pilot after Easter. The second pilot will include schools from all over the country.



Further information about Tech She Can and Tech We Can can be found at the following link:

<https://www.pwc.co.uk/who-we-are/women-in-technology/tech-she-can-charter.html>

**Becky Patel**



FINHAM PARK  
SCHOOL

## Prison, ME? NO WAY! – Crime and safety awareness day for Year 9

The day was organised by Mr Baker to educate us about prison. Lots of friendly volunteers from The Red Cross, Prison? Me? No way! , Prison staff and Magistrates came in to help us learn and get hands on experience. We were all thoroughly educated and really do not want to go to prison.

The focus of the day was to teach us about anti-social behaviour using role-plays with students being taken through the crime, arrest, prosecution and conviction processes. We also talked about how easy it is to become involved in crime and the consequences of criminal activity for both the victim and the perpetrator.



The first activity was the street scene. We role-played what could happen if we were in a gang and were caught by the police. We went through the consequences of being in a gang and we got involved with the roleplaying whilst enjoying ourselves.

The second session was a talk from an ex prison convict, we all felt safe and happy for him to be there since he was very approachable and open to questions. He was very passionate about kids not getting into crime and gangs. We felt we could ask more questions of him because he was not an authority figure and we could be more open with him because he was like us at our age and wants us to lead a good life that is crime free.



This began with a 30-minute presentation about the ex-offenders background, brief details about their crime, impact that their actions have had upon their lives and their families' lives and their future beyond custody. Lots of us felt emotional about what happened and how it affected their life. Their captivating story changed some of our views on crime and how many people it could effect.

The third session was definitely something to remember. Two prison guards came in and gave us a lesson of a lifetime. For the first 30 minutes, one guard told us about how hard it is in prison and how none of us would survive in prison. This really helped put things into perspective. The officer was full of answers to all of our questions and was helpful. For the last 30 minutes of the lesson, we met up with another officer. He took us all outside and split us into two groups. He explained to us about what a normal prison cell would look like. None of us liked the description so you can imagine how we felt when we got into one.





On the back of a van was a prison cell, we went in with our two groups and it was cramped. Even though there was a lot of us in there we were able to see just how cramped it really was. It was an amazing experience overall and it definitely showed us how bad prison really was.

The fourth session was led by the Red Cross and was definitely worth being there for. The person who led the session was straight to the point and helped us learn a vital life skill. We learnt how to properly perform CPR and we did it in a fun environment. The person was open with us and answered all of our questions with enthusiasm. We all managed to have a practice with “Resus Annie” the CPR doll and we all came out of the lesson feeling that if someone was to drop to the floor we would be able to assist.



The final session was the magistrate of the court. This was extremely interesting and we all learnt about the process of the court. Everyone played a part in the role-play and we had to be very professional. The person who ran the court made sure that everyone was doing their jobs and answered any queries we had about the functions of the court. They told us about all of the bad things that could happen in prison and it is safe to say that we were all a bit scared, but we all enjoyed ourselves and learnt a lot. Over all the whole day was worthwhile and it helped us all see that prison really isn't worth it. It really made us think about how our actions affects our friends, family and the people around us. All of the volunteers and staff members were helpful and informative.

**Caitlyn Year 9**



FINHAM PARK  
SCHOOL

## The Finham Challenge

Students from every year group have submitted their entries to this year's essay writing competition 'The Finham Challenge'.

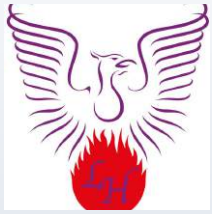
The question this year was: ***Who has been the most influential person in history?***

Serendipitously, the BBC Icons series was launched as the students were researching their essays so they were able to use the resources and ideas from this as well as those supplied by teachers. Each mentor has chosen their best 2 essays and colleges have all selected the two top essays from KS3 and 4. Sixth form also participated in huge numbers and Leadership team had the joy and honour of selecting 3 winning essays for the whole school.

The standard was very high this year with wide ranging ideas. Figures from Freddie Mercury to Marie Curie; Alan Turing to The Prophet Mohammad. All skilfully argued and convincingly written. What a difficult choice! The winning writers will be announced at the forthcoming Star Studded Celebration of Success.

Judging in  
action.....





## Lyng Hall

## Fiesta Hispanica

On Wednesday, 9 year pupils took part in ¡Fiesta Hispanica! Event at Aston University.

About 100 pupils from different schools took part. They were divided into 3 classes, given a presentation on cultural celebrations, then split into smaller, mixed schools, groups.

They then worked together in to create and deliver a presentation to all the other students and teachers, about either Ché Guevara, Frida Kahlo, Gabriel Garcia Martes.

I am very proud to say that pupils from Lyng Hall won both the presentation and the creation of offrenda.







## Myton Hospice

Claire from Myton Hospices visited Lyng Hall School on 9th April to meet with the Student College Fundraising team. Students watched a presentation and received updates from their chosen Charity Partner.

Later that afternoon, the Student College Fundraising team had the envious task of judging the entries from the Lyng Hall Staff Bake Off. IT was tense, tasty and terrific. Well done to al entries, and a special mention to Mr Insley who won. All money raised was donated to the Myton Hospice.





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## Blog Post

### ***First thoughts from Africa***



The first question people ask of you when returning from Africa, is often 'so what was it like?' This is one of the hardest questions I have to answer because I genuinely don't know how to.

*'Exhausting, exhilarating, grounding, humbling, exciting, inspiring, beautiful, happy, sad.'*

These are all emotions and thoughts that I could use to describe the experience someone could go through when visiting the continent. However, even that would be an oversimplification.



Returning from 1 week there in February 2019 with 12 students, there was a very real sense that lives had been altered by the experience. For some of them, the adventure was nothing like what they would have experienced before or likely to again. They did things that they will never be able to repeat as they were once in a lifetime experiences; experiences such as the ethnocentric observation and study of chimpanzees in their natural habitat on an island that is impossible to reach as a tourist.



## The aim of the trip?

To look at how we could develop a World Class relationship with a school in the developing world so that we could provide sustainable, life changing opportunities for children in both countries. The points below highlight what we did to achieve that aim.

- We visited 3 schools: Viva College School, MM Wairaka College, and Kome Island Primary School. Students learned about the courses studied (O Levels and A Levels) and how they meet the local challenges through a regionally based curriculum that ensures students are trained to work in their local, national and international context. Their day starts at 5am with lessons from 7:30am to 5:00pm, followed by 3 hours of supervised homework in the evening. All students study English Language, Mathematics, Biology, Chemistry, Physics, History and Geography to O Level. They then specialise at A Level in subjects that 'belong together'. They saw a 3D printed weather station, extensive farming, plastic recycling initiatives and internet cafes for students to use. Issues such as quality assurance processes, restorative justices concepts and emerging CPD needs for staff were initial ideas school leaders discussed with me as these are areas we are excited to potentially be able to collaborate on.
- The students skilfully and diplomatically engaged in an international debating event with Ugandan students from 4 different schools. the topics debated were: Equality, Concepts of Justice, The use of the Internet in Society, The Place of Religion in Society, Globalisation and the Environment. It was fascinating to see how the students from such diverse cultures argued their point and moved to greater understanding. Cultural differences extend to far more than just the type of food or language you speak. Students were able to challenge each other's preconceived ideas and ingrained societal norms.

- We visited a local co-operative community that was raising funds to provide safe and clean water for the island to help counteract disease in their HIV children. It is difficult to comprehend how manifestly unjust the disparity in wealth is around the world and yet uniquely humbling to see that regardless of circumstances, the children we met were happy, with smiles that were infectious.



- A tour of a music studio at The Discovery Centre that was being provided for free to students from local schools showcased how aspirations were being raised. Apple Macs and green screens were fully utilised with local talent employed by the centre, highlighting their tagline of 'realising potential'.



Gifts from the UK of football clothing and footballs were handed out to children in the greatest need, most of those on the streets with little to nothing to call their own.

Students had lots of opportunities for sightseeing including finding the source of The Nile, a visit to Itanga Falls as well as the experience of a local market in Jinja where they had to become skilled hagglers in a very short space of time!





## What was the impact?

To see students change during the days in Uganda was truly humbling. They embraced street children, challenged each other's views, engaged in everything including the food.... And refused WiFi....a particular highpoint for the UK teachers.

## So what next?

How do we continue to provide our young people and those in Africa with the life altering experiences in a sustainable and healthy way? We are now developing programs that will enable an effective exchange of ideas and facilitate regular visits of staff and students between the schools to answer that very exciting and formidable question. These are precisely the kinds of activities our school should be engaged in in what I often describe to staff and students as our commitment to 'sharing excellence'.

*Resources do not enrich people's lives. People do. 'Great minds shape the world' regardless of geography.*



Our students have learnt this lesson. It isn't about a suitcase of clothes. Wi-Fi or a tan. They quite simply now 'get it'.

**Chris Bishop**

**Headteacher, Finham Park School**



# Big Bang Trip

The Big Bang Fair is a STEM exhibition held at the NEC every year that draws exhibitors from all aspects of Science, Technology, Engineering and Maths. Two large coaches of Year 7 students travelled along the A45 to gain an insight into the kinds of real-world applications their learning could have in the future. While there students tried out a massive range of activities:

- Watching engaging presentations about science
- Flying drones
- Coding
- Creating electronics and slime
- Finding out about how technology is used to develop fitness in the army
- Looking at student research projects
- Meeting real-life scientists and engineers (and some creepy-crawlies)
- Looking at cars, a armoured assault vehicle, and helicopter and fighter jets up close

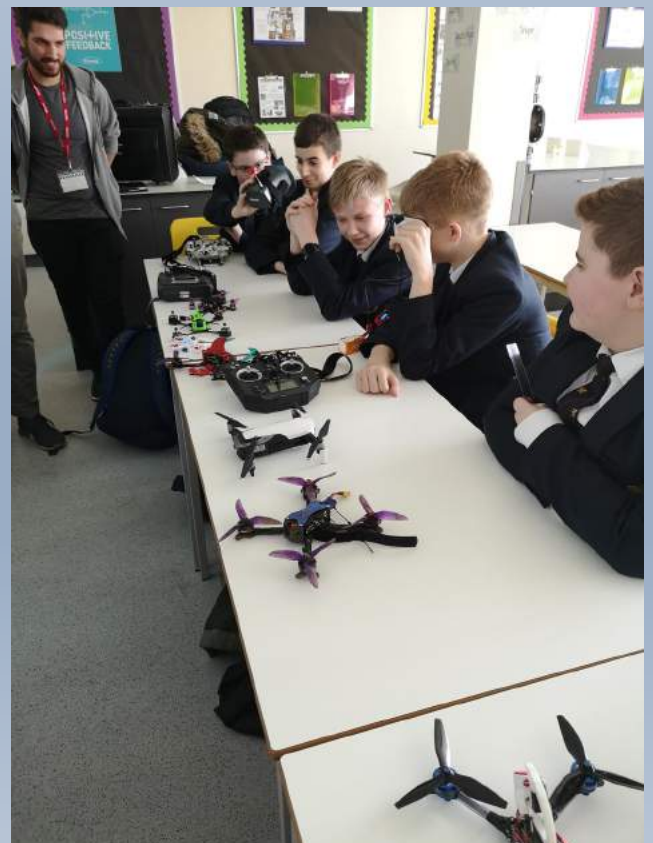
Solving puzzles, codes and quizzes





## Drone club (Airineers)

We recently had a visit to our Drone OOSHL club from Kerry Blackman who is a professional Drone pilot and the Coventry University Drone racing team. We will hopefully continue to build these links as part of our Engineering curriculum.



Finham Primary School have been working on a project to support some of more vulnerable learners with a weekly visit from Disney, a Therapy St Bernards.

Most adults are apprehensive about speaking in public. It is very daunting. Children are no different.

Research shows that children can become nervous and stressed when reading to others in a group. However, when a PAT Dog enters the group, they often become less stressed, less self-conscious and more confident as the dogs are non-judgemental.

Before long the children are really look forward to the reading experience as they are going to read to their new friend, the PAT Dog.

PAT Dogs provide comfort, encourage positive social behaviours, enhance self-esteem, motivate speech and inspire young people to have fun. The teacher remains in charge of the reading sessions at all times.

We have chosen children who lack confidence, or have difficulty with reading or attention deficit, children who are experiencing personal loss or difficulties and children with attachment issues. The work has been excellent in building children's confidence and we have seen a difference in how they present back in class too.



'I love reading to Disney, she really likes the stories I choose and she makes me feel less nervous.' Mustafa Age 7





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## Modern Foreign Languages

In February our Y12 and 13 Spanish students had the fantastic opportunity to stay with host families and to complete some work experience in a local Spanish school. It was our very first student exchange with Santa Ana School in Calatayud near Zaragoza in Spain.



The best part of the trip was when we surprised our students with an interview on the local radio 'Onda Cero'. We could not have been more proud of their listening and speaking skills. Students were bombarded with questions which they answered very well! Un trabajo muy bien hecho! In our guided tour of Calatayud and Zaragoza, we also learnt about Spanish history and how 3 different cultures left an impressive legacy. We all had an incredible time and cannot wait to welcome the Spanish students in the near future to Finham Park and Coventry.



**Lara Falomir and Liz Wilkinson**

## First leg of Saint Etienne work experience exchange visit

We were very excited to welcome seven sixth form students and two teachers from Coventry's partner city of Saint Etienne on March 24<sup>th</sup>. The exchange visit between the two cities has a long history, having existed for least thirty years and this year we were delighted to involve students from Finham Park, Caludon Castle and Blue Coat Sixth Forms. For students it was an opportunity to finally meet their exchange partners in real life after several months of online contact in the run up to the visit.



The French students were hosted by their partners' families, thus gaining first-hand experience of life for a British teenager and having a golden opportunity to practise their English. They all completed successful work experience placements at a number of different primary schools across the city, including Finham Primary,

Grange Farm and Pearl Hyde. Massive thanks to the primary schools for hosting them.

Over the course of the week, our students rose to the challenge of looking after their exchange partners, and they organised several social activities for the whole group. We also had a reception with the Lord Mayor and a mini tour of Coventry City Centre.



Genuine friendships seem to have formed between all of the students and everybody was sad to say goodbye at the end of the week. We can't wait for our return visit to Saint Etienne in May!

**Jenny Staton**



## UKMAT Maths Challenge



On Thursday 7 February, 20 of our most talented mathematicians from Year 9 and 10 took part in the annual Intermediate Maths Challenge that is organised by the UK Mathematics Trust. This involves students completing a variety of complex problems with multiple choice answers. Although this helps, students are deducted marks for incorrect answers and this therefore encourages students to think carefully about the problems that they are solving.

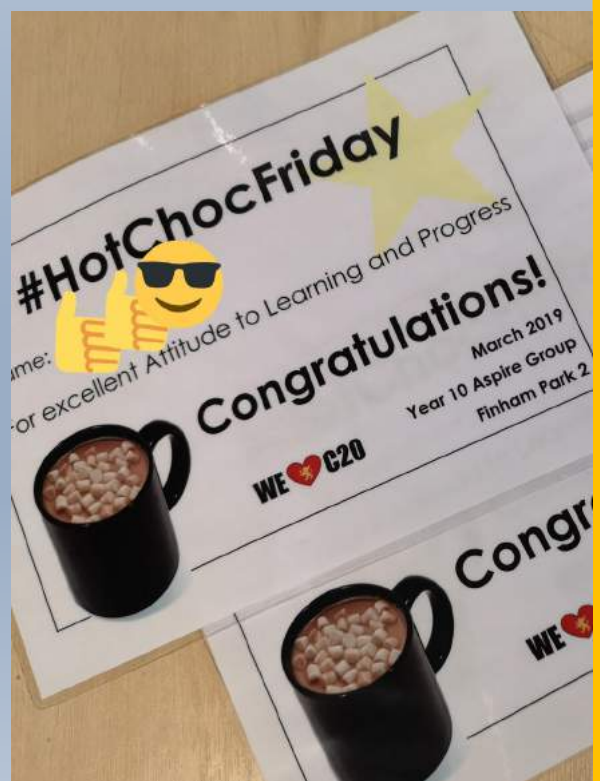
A huge congratulations goes to Monika Pekosz for achieving enough marks to receive a Bronze award as well as Best in Year alongside Haziq Raja Mazuir for achieving Best in Year for Year 9.

The Junior Maths Challenge for Years 7 and 8 will be taking place on Tuesday 30 April, so watch this space!

## #HotChocFriday at FP2

We started 'Hot Chocolate Friday' as an event to celebrate the students who have achieved the best overall Attitude to Learning scores and the greatest progress made so far this year. During the last few weeks the Leadership Team have met with Year 10 and Year 7 students for Hot Chocolate as well as those showing excellence in Maths.

This is becoming another lovely Finham Park 2 celebration tradition.







**#HotChocFri-  
day at FP2**

## **Staying Safe Workshop**

On Wednesday 13 March, students from across years 7-10 took part in the **Staying Safe** programme delivered by the Positive Youth Foundation (PYF) in collaboration with West Midlands Police, Coventry City Council, the Police and Crime Commissioners office and Street Doctors.

The aim of the programme is to help young people make positive life choices and avoid the dangers of getting involved in knife crime and other forms of violence. The Staying Safe programme is being rolled out to every secondary school in Coventry. It has been delivered to 14 schools and seen more than 167 participants so far, with over 90 per cent agreeing the sessions had helped them to better understand the consequences of violence.

Dean Kavanagh, chairman of Positive Youth Foundation, said: "The need for a co-ordinated, joined-up approach to tackling youth violence in Coventry is something partners and schools have been calling for. It's vital to get into schools and other places across the city and engage with our young people, to speak their language and bring about positive changes... and we believe this programme is crucial for Coventry".



## Lyng Hall

## Employability Skills

Keith Fraser, from Employability UK visited Lyng Hall School on 10th April. He delivered an inspirational session to Year 12 students on how to overcome obstacles, tackle career hurdles and feel the fear and push through.





Students were also able to practise their skills during Interview Week. Volunteers interviewed students and gave them feedback on their skills.





## World Book Day

We love World Book Day at Finham Park 2, particularly the fact that everybody is involved! The annual staff dressing up is a particular highlight, with this year surpassing all others in costume creation. From Little Red Riding Hood to The Boy in the Dress, a whole range of literary characters were represented.

We also gifted a new book to every member of staff and every students to ensure that they have some fabulous new reading material to get absorbed in.





A variety of celebrations were held for World Book Day this year. Assemblies, quizzes, and dressing up helped remind students of how highly we regard reading at Finham Park School. The PE department held a huge book swap for all year 7 students; each student was asked to bring in a book that they had read and would recommend to their peers. Our student leaders sorted and set out the books by genre so that each class could browse the books and choose something new to read. (photo attached) On World Book Day itself, staff dressed as their favourite literary characters and the whole school participated in an extra Drop Everything and Read session.



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## Media

At the beginning of February 50 Film and English students from Year 7 and 9 attended two workshops at Warner Bros. Harry Potter Studios, the first on filming and camera techniques, and the second on how to structure film narratives. The staff were incredibly impressed at how knowledgeable and well-behaved the students were, saying they compared favourably with almost every group they've ever had. This trip gave many students the opportunity to look at the job roles involved in the making of the Harry Potter Films, and left many of our students inspired enough to look into careers further.





It's becoming a bit of a habit! On the back of last year's two wins at national film competitions (Jack Brazil, Joe Jurczak and Matt Betts), this year saw yet another award.

Niamh Cutler and Isabel Clennell scooped the National Moving Image Award 2019 for Best Under 16 Entry (<https://goo.gl/EhpkCW>), and had their work shown at the BFI in London in January.

A further ten films this year have been put forward for the Media Magazine Video Production Competition Awards 2019, which we hope will continue to cement our place amongst the top film-making schools in the country.



#### 4th Finham Film Festival

This May will see our fourth annual Finham Film Festival, once again sponsored by local community businesses. The fields are again very strong, with some excellent work from our new Year 9 to look forward to in particular. This year's judges come from all areas of the film industry, including the organisers of the Midlands Movie Festival, editors from major Hollywood films, and some of the UK's top production designers. FP2 students are again doing us proud with their menu preparations for the big day, and we will also show the films later in the year to the entire Finham Park student body so they can vote for their favourites. And in case you're wondering about the significance of these awards, the three films which have won nationals awards over the last twelve months were all winners at our very own awards first. If Hollywood wants to see where the talent of the future is coming from, they'd better get their tickets quick!

**Mike Gunn**

**Accelerated Reader Success**

This term has been a phenomenal success in terms of Accelerated Reader. This week I have had the pleasure of awarding so many AR award badges that I will have to order more for the summer term!

So far this academic year I have awarded 121 Bronze awards, 53 Silver awards, 24 Gold awards, and 9 Master awards! To achieve this, students have to undertake the following:

**Bronze**

For taking at least 3 quizzes OR reading 50,000 words AND achieving at least 85% average.

**Silver**

For taking at least 10 quizzes OR reading 200,000 words AND achieving at least 85% average.

**Gold**

For taking at least 25 quizzes OR reading 500,000 words AND achieving at least 85% average.

**Master**

For taking at least 50 quizzes OR reading 1,000,000 words AND achieving at least 90% average.

It is so impressive that we have so many students reading such a large number of books. This will have a direct impact on their results across all curriculum subjects. Well done!





### **Accelerated Reader Mentor Championship**

Congratulations to **NG02** who won the AR mentor competition during the winter term. Mr Jay has set a fabulous example to his mentor group, role modelling reading every day, and encouraging students to choose a book that interests them in order to improve reading success.

NG02 enjoyed a pancake breakfast as an award for their hard work, although, as one of the students pointed out: "Reading is a reward in itself!" I couldn't agree more!

### **New Library Displays**

I was really proud of the students who learnt the art of book folding to create a new display for our library. It is quite complicated and took a while for all of us (including me!) to get my head around! However, the results are very effective and show exactly how we feel about reading.



### **Finham Park 2 working with W H Smith**

We are massively grateful to W H Smith Coventry for their ongoing support of Finham Park 2 Library. Ian and his team

at W H Smith have been very generous with both their time and resources this term which has enabled us to enhance the learning experience of all of our students. On World Book Day, a number of our students were invited to tour 'behind the scenes' at W H Smith and help to create one of their displays. At the end of the session we were presented with £500 of book vouchers to spend on the new library resources, and 4 boxes of brand new books for the students. We are very grateful for their support.

**Jo Kerr**



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## VEX IQ 2019 National Finals

Once more Finham Park robotics club have been building, modifying and programming robots. Following a successful win at a regional competition, the all girls team LORD (Life Of Robotic Design) qualified for the one of the highly sought after places at the two day VEX IQ National Finals. The following student account details the two day event:

On the 3rd & 4th of March Mr Maguire drove us, team LORD, to the International Centre, Telford with smiles across our faces, happy to be at the VEX IQ UK Nationals again. 59 other teams from all over the UK, were also competing, but only five would qualify for the World Championship, held in America.



On the first day we arrived at 10am and went to get our robot inspected, to see if it was legal for the competition. After a short time to modify our robot to make it legal (it was 3mm too long for the competition!), we found the teams that we would be partnered with for the teamwork challenge. We discussed tactics and strategy based on the design of our robot and skills when driving it. We practiced hard with each team and came out with average scores for the teamwork matches.

We had three of our driver skills challenges that day so we lined up our robot and went for it. We got 15 points on the last attempt. At the end of the first day competing we were in the middle of the leaderboard so not too good or bad.





Our robot had also broken in the process of trying to adjust it to make it able to earn the most points possible, so we took it home and worked on it for hours and when we'd finished it was better than brand new.

The next day we got to the International Centre, Telford for 9am. We started the day by testing our new robot and it worked smooth so that was good. We also spoke to judges and people who came round to have a look at our robot and talk to us about what we do and why we started robotics.



Again, we practiced with each teams but we were unable to secure decent scores in the final matches. We didn't get the best score overall but we were happy to have been at the national competition and we enjoyed every single bit of it. We were happy for the teams that got through and the ones that didn't because we all did the very best to have even reached national final. Of course we were disappointed as we could have done better but we tried hard and left with smiles on our faces the same as the day we arrived.



**By Sana Pasha (Year 9).**



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**DKMS**

Every 20 minutes, someone in the UK is diagnosed with a blood cancer and some 2,000 people are looking for a potentially lifesaving blood stem cell donor each year. Since DKMS was launched in the UK, in 2013, they have been receiving great support from the public and have registered more than 400,000 people as potential blood stem cell donors.

Some of these amazing people have gone on to donate blood stem cells, giving more than 500 second chances of life to blood cancer patients.

Within our school community we have a student who requires a bone marrow transplant. No match has been found so we are asking for as many people as possible age 17-55 years old to register online to go on the donor register.

<https://www.dkms.org.uk/en/register-now>



**Lucy Madden**





## Interested in a career in teaching?

The Lion Alliance Teaching School  
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Or contact: [admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

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**Address:** Green Lane, Coventry, CV3 6EJ

**Tel:** 024 7641 5425

**Website:** <http://finhamprimary.co.uk>

### Finham Park 2

**Headteacher:** Russell Plester

**Address:** Torrington Avenue, Coventry, CV4 9WT

**Tel:** 024 7771 0720

**Website:** <http://finhampark2.co.uk>

### Finham Park School

**Headteacher:** Chris Bishop

**Address:** Green Lane, Coventry, CV3 6EA

**Tel:** 024 7641 8135

**Website:** <http://finhampark.co.uk>

### Lyng Hall

**Headteacher:** Paul Green

**Address:** Blackberry Lane, Coventry, CV2 3JS

**Tel:** 024 7672 4960

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

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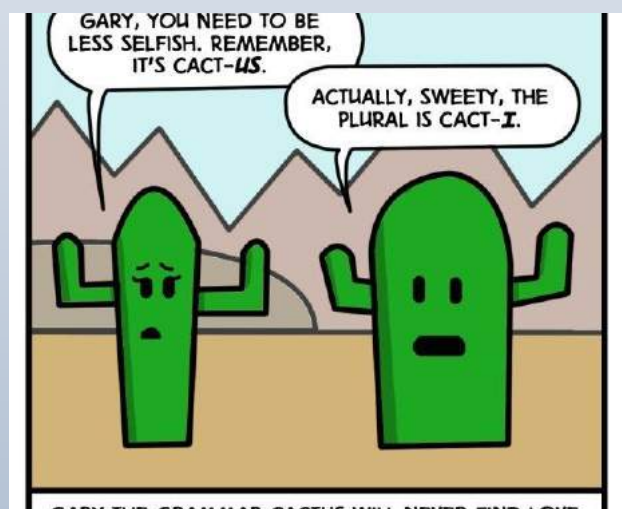
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