

Finham Park Multi Academy Trust

World Class Education

October 2019

Edition 9



Forest School



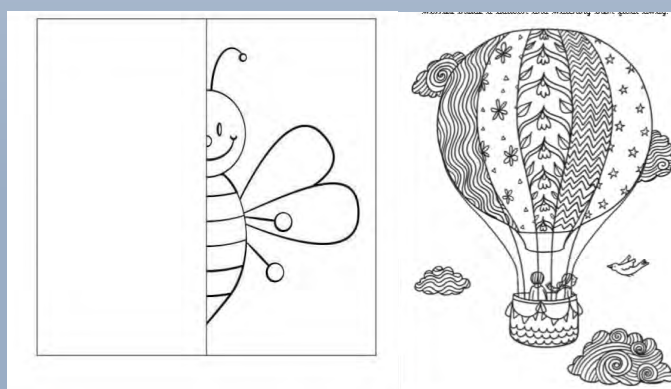
TeachMeet



Mandarin Excellence Programme



Mindfulness for children



Welcome from Mark Bailie



Dear colleague,

Welcome to the latest edition of World Class Education.

It has been a positive start to the new academic year, with lots of opportunities for staff and children.

We welcomed, on 1st September, Pearl Hyde Primary School to the Finham Park Multi Academy Trust. This is an exciting addition to the FPMAT as it adds to our capacity to deliver 'World Class' education for all children from the age of 3-19.

We draw on the expertise of Primary and Secondary colleagues to ensure our education is developed with and by all members to reflect the needs of our children, their families and the wider community. With the addition of another primary, we are able to extend opportunities for moderation; opportunities for subject leads and middle leaders to come together when working on their own curriculum development; shared CPD; cross phase working; as well as greater shared opportunities for children.

We look forward to working more closely with Pearl Hyde staff and children.

In this first half term, colleagues came together for the 4th Lion Alliance TeachMeet which was hosted by Finham Park School. This was well attended and colleagues were not only able to listen to an engaging keynote speaker and visit a variety of table top sessions on a range of topics, but also were able to network. TeachMeets run at least 3 times a year, with the next one hosted by Moseley Primary School on Monday 18th November (further details, including information on how to sign up, to follow shortly).

This edition of World Class Education gives a sample of some of the excellent work taking place in our schools. One of the many benefits of being part of the FPMAT is the ability to share resources and training based on action research, and to learn from colleagues. This term there are a variety of CPD sessions which are free to staff within the FPMAT. Details of these can be found on the FPMAT Frog site (CPD Events) and in this edition. We will look to build on these each term. I would encourage you to have a look at what is available. We also have our annual FPMAT Conference on January 6th 2020 at the Welcome Centre. Thank you in advance to all those who have 'volunteered' to lead workshops. More details will follow next half term.

I'd like to thank you all for ensuring such a smooth start to the new academic year for staff and students alike. Enjoy half term!

Mark Bailie
Executive Headteacher

It has been an exciting start to the new year with Pearl Hyde joining the Finham Park MAT and I have enjoyed the opportunity to visit the school and meet with staff and children. I have also enjoyed spending more time at Finham Primary this half term. The FPMAT CPD group has already met this half term and started to put in place a range of CPD sessions for staff. I am also really excited that the plans for our FPMAT Conference in January are shaping up, and we have booked what I hope will prove to be an interesting keynote speaker! **Save the date: Monday 6th January 2020 at The Welcome Centre, Coventry.**

Thank you to everyone who has contributed to the latest editions of World Class News and World Class Education. Please do send me any articles and images that you would like to feature in future editions. If you have any questions regarding CPD or Teaching and Learning, please do get in touch.

Bernadette Pettman
School Improvement Leader



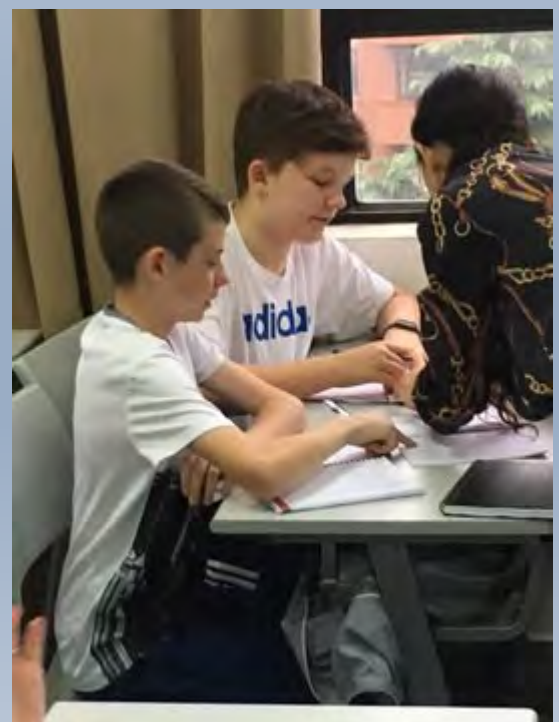
FINHAM PARK
MULTI ACADEMY TRUST

Mandarin Excellence Programme

Shanghai 2019



In July 2019, students and staff from Finham Park School, Lyng Hall and Finham Park 2 travelled to Shanghai, China as part of the Mandarin Excellence Programme. During the 2 week visit, students took part in intensive learning lessons led by Chinese teachers, and applied their learning in a series of real life opportunities.



Children were able to speak Mandarin whilst shopping and visiting many historic and cultural sites. By immersing themselves in the culture, children not only developed their linguistic skills but were also able to appreciate the context of their learning.

Children in Finham Park Multi Academy Trust are fortunate to be part of the Confucius Classroom and the Mandarin Excellence Programme in conjunction with the British Council and University



College London (UCL) Institute of Education.

This visit, with children from three schools across the Finham Park MAT, also benefited from learning and working together.





Outdoor Learning

Wildlife Club and Forest Schools

Pearl Hyde Primary School sits within the Sowe Valley Nature Reserve, providing many wonderful opportunities for students to encounter and explore the outdoors.



Our Wildlife Club and Forest Schools activities regularly get the children out of the classroom, learning in nature in ways that are fresh, lively and green.

This term, Year 3 have benefitted from the expertise of a ranger from the Warwickshire Wildlife Trust.

They have learnt all about bats, birds, minibeasts and much more. We have watched the resident buzzards playing in the sky above; and have examined the signs of the changing seasons.



Year 4's Forest School sessions have enabled all learners to achieve and develop confidence and self-esteem through experiences in our beautiful school grounds.



They used tools including bowsaws and fire steels, using team-work to overcome a series of challenges.

We have seen how these activities improve health and wellbeing, build confidence, develop empathy for others and for nature, and allow the children to learn from experience. We are looking forwards to more adventures as the seasons change and the children grow.





FINHAM PARK
SCHOOL

Business Success for DKMS



WE DELETE BLOOD CANCER

On college day around 50 year students had the opportunity to run their own mini enterprises and raised over £160 for the DKMS charity through their fantastic efforts.

In Business Studies lessons leading up to the end of the summer term, students, in small teams, formed their own businesses. They wrote a business plan and had to seek approval before commencing their operations ensuring they were complying with health and safety and selling products that would be demanded and would be feasible. They decided what to sell, how, when, where, did some market research, bought their products, marketed them, priced them, displayed them and then the all-important selling took place.

The students' businesses were very competitive with each other, selling doughnuts, cakes, sweets, popcorn, drinks, hot food including pizza, samosas and chicken wings and there was even a very popular Nintendo Switch competition!

Throughout the day, most of the businesses completely sold out of their products and had to re-stock – the excitement as the money rolled in was palpable and business decisions were made on many levels and changed minute by minute replicating the dynamic nature of today's real life businesses. Should we re-stock? How much should we spend?

Should we increase the product range or diversify and listen to the customer feedback? Do we need to increase or lower prices to get more sales?

The year 9 young entrepreneurs got stuck in and showed resilience, perseverance and passion for their businesses.

At the end of the afternoon, each group had to liquidise any remaining stock, produce profit and loss accounts, distribute investment back to the shareholders and then make the donations to the DKMS charities as well as rewarding themselves for their sterling efforts!

Students at Finham Park School also raised enough money for DKMS that Mr Bishop honoured his pledge to do a flyover the school in his plane. As he flew over, students and staff stood to spell out DKMS.



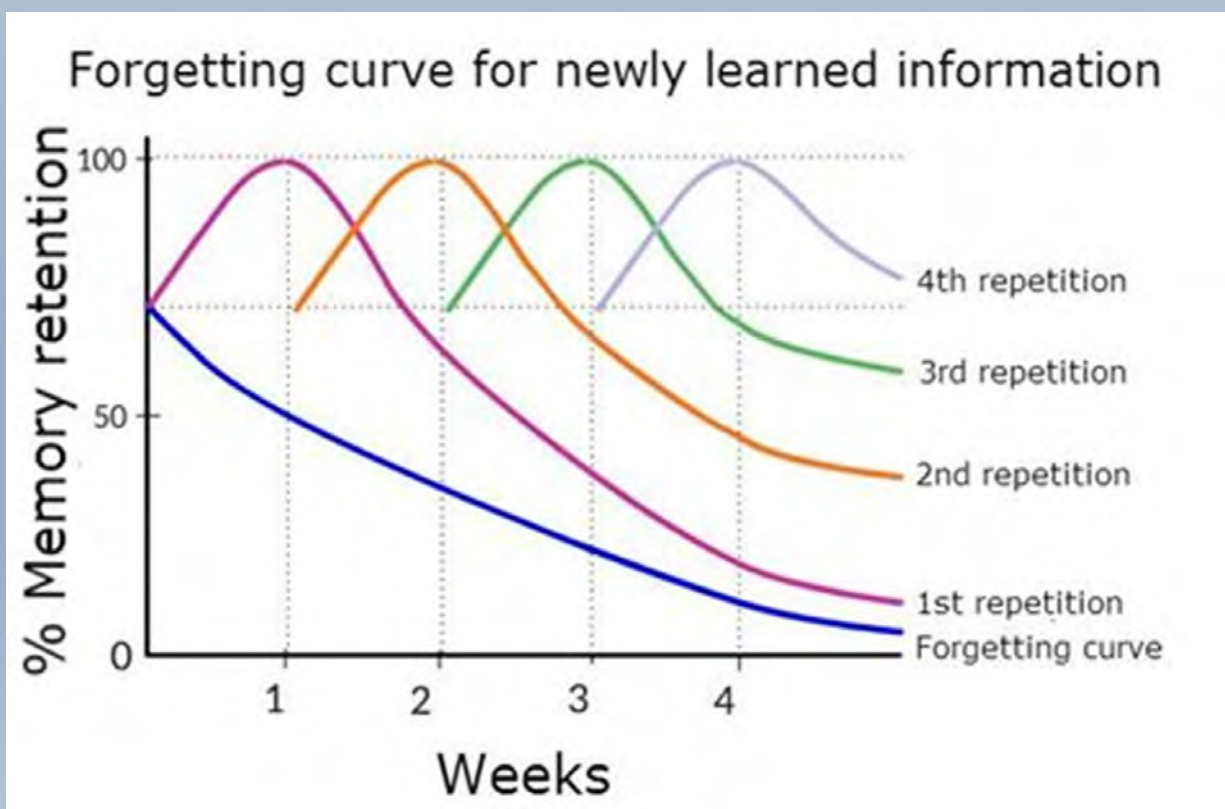


Memory Retention

Responsive Teaching has become a central focus of the school over the last year—one of the key elements is how students retain information. Staff considered:

- How can you ensure students have a firm grasp of the powerful knowledge?
- How can you ensure students have ways to aid their recall at a different point in their learning journey?
- What essential information do students need as wider knowledge?
- What knowledge do they need in a tested situation?
- What questions or tasks do you need to ask or set to ensure you are checking accurate retention of powerful knowledge?

With this firmly in mind, the curriculum mapping this year has focused on linked learning—when is learning revisited for maximum impact? Also a focus on recall of learning from last week, last month, last year with a consideration of how to focus starters and embedded tasks to interleave past knowledge, to keep it part of memory recall and making it familiar.



Recall Strategies

Using recall activities at the beginning of the lesson to test the understanding and knowledge of topics that were taught in the past. This could be a week, a month or a few months ago.

Recall Mode, Median, Mean and Range

1) 9, 14, 8, 7, 12, 14, 6
6 7 8 9 12 14 14

Find:

- The mode = 14
- The median = 10.5
- The range = 8
- The mean = 10

2) The following stem and leaf diagram shows the Time taken for 15 people to complete a puzzle

Key: 2|1 means 21 minutes

3	1 9
4	0 3 6
5	1 7 7 8 9
6	0 3 4 6
7	5

Find:

- The modal time = 57 mins
- The median time taken = 57
- The range time taken

Median = 57 mins
Range = 44 mins
Mean = 53.9333... = 54

2) Tom records the time, in minutes, taken to repair 80 car tyres. Information about these times is shown in the table.

Time (t minutes)	Frequency	Middle	F x M
0 - 4	15	3	15 x 3 = 45
4 - 8	25	9	25 x 9 = 225
8 - 12	30	15	30 x 15 = 450
12 - 16	12	21	12 x 21 = 252
16 - 20	8	27	8 x 27 = 216

- Find the class interval that has the mode.
- Find an estimate for the mean.

Mean = 80 ÷ 5 = 16
Mean = 16
Mean = 12.45

RECALL

Recall Challenge Grid – What is your score?

RECALL

Round 3569 to the nearest thousand	Simplify: $4a + a$	Find 15% of 240g	Estimate 2^8
5a	5a	36g	16
Write the following in order 0.78, 0.07, 0.078, 0.782	Simplify $y + y + y + y$	Expand $4(x-3)$	A shopping bill is £35 + 20% VAT. What is the total value of the bill?
0.07, 0.078, 0.78, 0.782	4y	4x-12	£42
What is the probability of rolling a number less than 4 on a dice?	Simplify $6xy - 2xy$	Solve $7x - 2 = 19$	Factorise: $8x - 20$
3/6	2xy	x=3	4(2x-5)
Last lesson (1 mark)	Last week (2 marks)	Two weeks ago (3 marks)	Further back (4 marks)

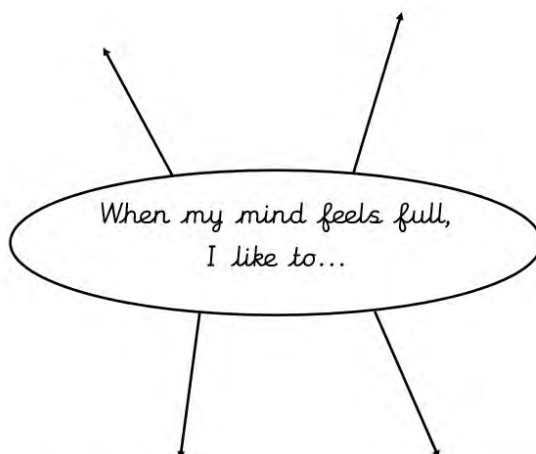
Mindfulness for Children

Staff at Finham Primary have been working on Mindfulness for Children. September brings a new academic year for children and for many that is not only a new teacher or new classmates, but a new Key Stage or even new to school itself.

To help with this transition, staff have been sharing strategies and resources that can be used with children, particularly primary age.

Examples include the worry balloon where children can put their worries inside and watch them float away. They can also find the colouring of the sheet therapeutic.

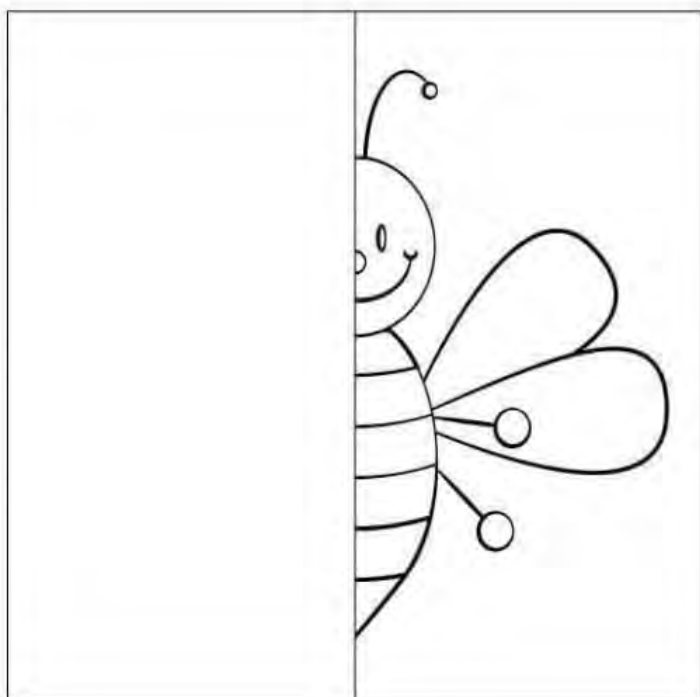
Sometimes when we are worried, we can imagine putting our worries inside a balloon and watching them float away.



Working with children to think of things which help them feel calm and relaxed can be used to help them when they feel full of emotions, worried or sad.

Emojis are a really good way to work with children to help them articulate and understand how they or others are feeling. This can be particularly helpful when children lack the linguistic or lexical skills to express their feelings, or when they are struggling to understand their emotions.

Emojis, by their very nature, are very visual and are relatable to children, and adults.



Another strategy which can be used with children is completing a symmetrical drawing or image.

This can help focus the child's mind as they need to be able to control the pencil and use concentration and observation skills for accuracy.

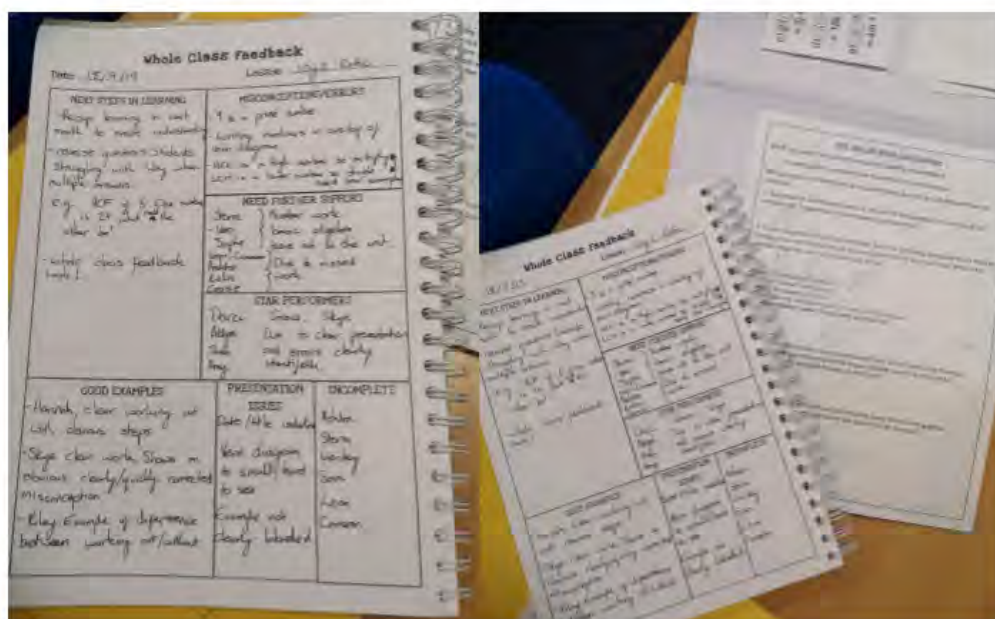
Some children will find concentration and focus on different tasks beneficial as it can be calming and distracts them from concerns which can then be picked up and dealt with at another time.

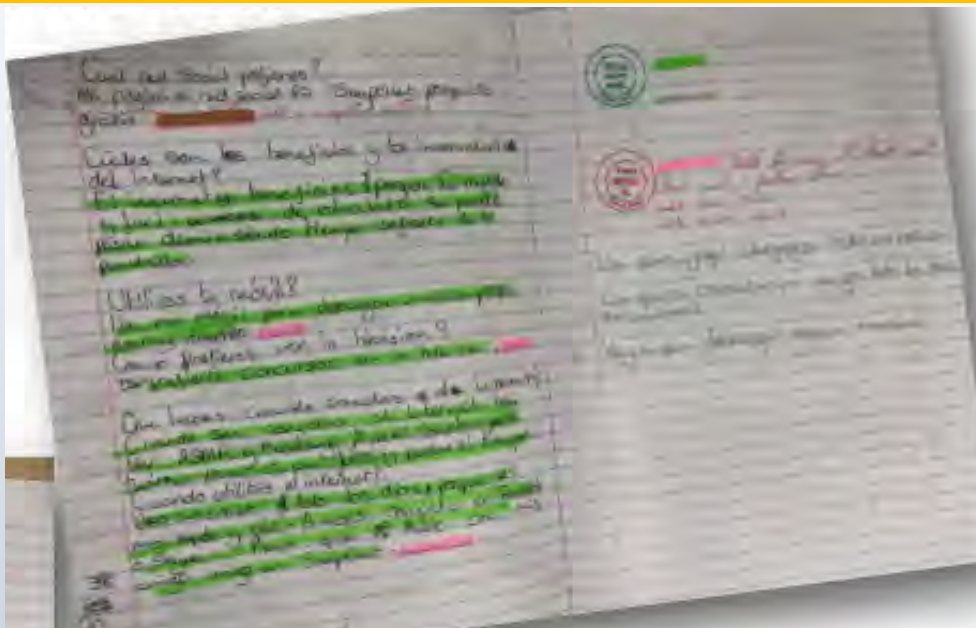
Staff at Finham Park 2 have reviewed and adapted their feedback policy to include a variety of ways in which to effectively feedback to students for maximum impact.

Their policy consists of:

1. **Instant feedback** (verbal or written feedback in the lesson whilst the students are completing their work)
2. **Summary feedback** (end of lesson or sections of lesson: Whole Class Feedback; Exit tickets and other quick strategies that let students know what to do to improve and also inform teacher planning)
3. **Review feedback** (includes written feedback on essays, exam style questions, extended writing etc—work that requires individual feedback to help students improve)

Below are some examples of Math's Whole Class Feedback book. This aims to act quickly on errors or misconceptions to then help students and inform planning for the following lessons. The teacher adds notes during the lesson and also when she has a look through the book at the end of the day.

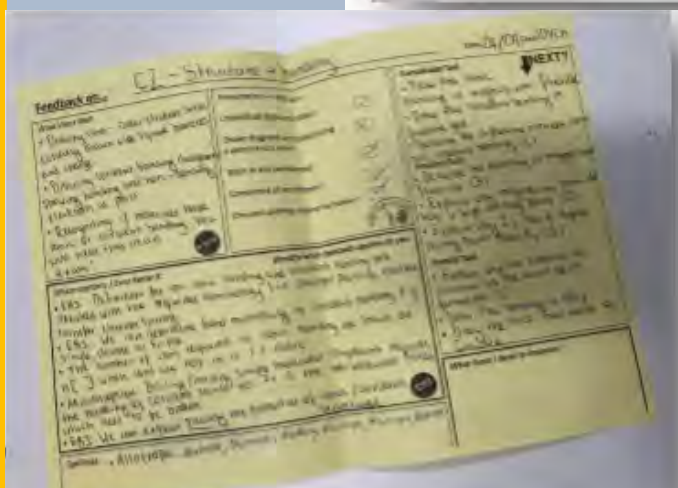
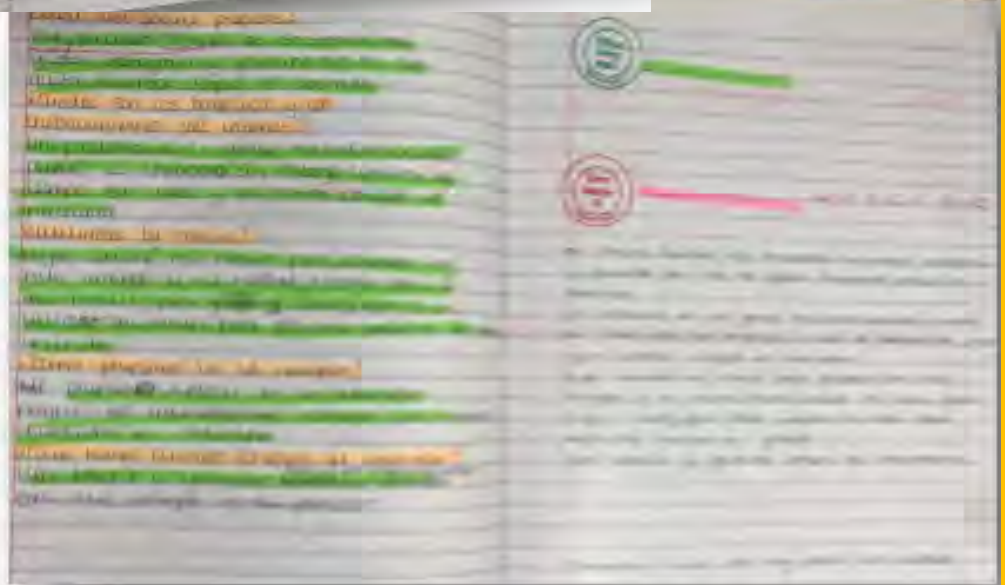




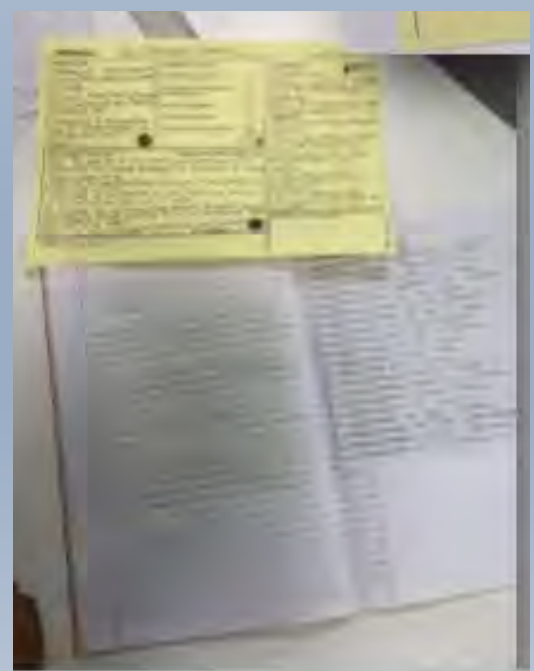
Live marking in MFL

Highlighting WWWs and EBIs whilst giving verbal feedback.

Misconceptions are identified and shared as part of whole class feedback later on.



In Science, students complete Consolidate, Develop and Stretch tasks in green pen after reading through the Whole Class Feedback sheet.





The lion Alliance

Initial Teacher Training

We welcomed our 23 new trainees into our Teaching School Alliance in September of this academic year and have enjoyed supporting them to settle into their schools. Our superb group of subject mentors have been busy attending training at Warwick University and supporting our trainees, helping them to develop their craft and classroom practice.

Welcome to 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



Contact us:
www.thelionalliance.co.uk
admin@thelionalliance.co.uk
[@thelion_alliance](https://twitter.com/thelion_alliance)
Finham Park School, Green Lane, Coventry CV3 6EA



I wonder how many of us can remember teaching our very first lesson. The daunting feeling of standing in front of several pairs of eyes and trying to remember all the ingredients of an effective lesson 'don't forget to ask questions, be ambitious and challenge learners, support and scaffold learning, check understanding, use the school's behaviour system'. The list is endless.

We forget, as professionals, the multitude of things we do in a classroom to enable learning but at the beginning of our career it can be overwhelming. Our current 23 trainees are experiencing this this half term as they observe lessons, watch teaching, track students and start to teach for the first time.

Please do take the time to find out who the trainee teachers are in your school and say hello.

Alliance Day



THE LION
ALLIANCE

Teacher training
that



INSPIRES

Visit us:

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
c/o Finham Park School

Following The Lion Alliance Induction days and Warwick University induction weeks, we hosted the first alliance day at Finham Park School in mid September.

It was a fantastic opportunity to see all our trainees together in one setting. The training focus was on planning. Representatives from Warwick University joined us, observing our training provision throughout the day.

Many thanks to colleagues who were involved in planning and delivering training sessions during this day: Danni Malin (Deputy College Leader, MFL) and Ellie Boyce (English) delivered training on memory, recalling and retaining knowledge and planning over time for progression. Mike Gunn (Head of Creative Arts) finished the day with a much appreciated session on Planning Time for Ourselves.

We're looking forward to seeing our secondary trainees together again on 18th November at Finham Park 2 for our next Alliance Day.



TeachMeet

On Tuesday 1st October, colleagues from across the Lion Alliance came together for the 4th Lion Alliance TeachMeet.



Jay Davenport, Headteacher of Manor School in Northants gave a keynote speech about his school's approach to the wellbeing of staff and students. He spoke about 'controlling the controllable' and the importance of communication in schools between colleagues. He shared his school's strategy on wellbeing and revealed how his senior team have put vision into action.

There were a series of table top sessions led by colleagues from across the Lion Alliance, which included:

- Whole class feedback
- Technology in the classroom
- Curriculum
- Supporting vulnerable children
- Mentoring Violence Prevention Programme
- SEND



Lion Alliance CPD

Sports England



THE LION
ALLIANCE

CPD

Date

Time

Location

Leader

Cost

Mindfulness.b foundation course (8 weeks)

Thursday 7th November 2019, running every Thursday

until 19th December 2019 and then a final session on

Thursday 9th January 2020

3.20pm to 4.40pm

Finham Park, Green Lane, Coventry, CV3 6EA

Toby Smith, Bablake School

Free to all schools in The Lion Alliance

The Lion Alliance is offering a mindfulness.b foundation course which is specially designed for teachers and adults in the school community who wish to learn the foundations of mindfulness. The training has been trialled and proven to be effective in over one hundred schools across the UK. Further information is attached.

To book your place please email admin@thelionalliance.co.uk by Friday 11th October 2019



'Teachers learn from teachers'

One of the benefits of being part of a Teaching School Alliance, is the opportunity to access a range of free training for staff. Schools within The Lion Alliance are committed to investing in their staff as part of their Continuing Professional Development (CPD).

Our CPD programme is tailored to the demands of the schools within The Lion Alliance. As a Teaching School and Teaching Alliance, we have access to a range of training based not only in research, but applied in practice.



Lion Alliance CPD

Autumn Term

CPD	Date & Time	Lead & Location
Feedback or Feedforward?	Tues 8 th October 2019 3.30pm to 4.30pm	Helen Cooke Finham Park
The Google Powered Classroom	Tues 15 th October 2019 3.30pm to 4.30pm	Jon Bridgeman Finham Park
Retrieval and Retention strategies	Thurs 17 th October 2019 3.30pm to 4.30pm	Danielle Malin and Elliot Cole Finham Park
PLC's – A Marriage of Knowledge and Skills	Tues 12 th November 2019 3.15pm to 4.30pm	Alex Smith Finham Park
Effective strategies for the more able	Wed 13 th November 2019 4.30pm to 6.00pm	Helen Pascoe-Williams Princethorpe College
Effective SEND Provision	Mon 18 th November 2019 1.30pm to 3.30pm	Danni Sheriff and Sally Casemore Moseley Primary
Assessment for Learning	Mon 25 th November 2019 4.30pm to 5.00pm	Liz Allton Finham Park 2
Raising Expectations in Maths	Thurs 28 th November 2019 9.00am to 11.30am	Darren Rudge and Sally Casemore Moseley Primary



THE LION ALLIANCE

To book your place or to list those attending from your school please use [Frog Lion Alliance](#)
If your school requires additional Frog log in's please request via admin@thelionalliance.co.uk

Lion Alliance Leadership

2020 will also be the launch date of our brand new Lion Alliance Leadership courses, for leaders at different stages of their career.

If you are not yet a leader but considering this then the Aspiring Leadership course could be right for you. Lion Alliance Leadership courses and training will also be available in addition to our Lion Alliance Leadership courses for those colleagues considering the move to Senior Leadership.

There is something for leaders at all stages of their teaching career. Places are limited but please speak to colleagues leading teaching and learning in your school for further information.

Specialist Leaders in Education

In the last half term of last academic year, we appointed 5 Specialist Leaders in Education across our primary and secondary schools and looking forward to them becoming involved in training and support across The Lion Alliance.

We will be recruiting again later this academic year.



THE LION
ALLIANCE

Teacher training
that



CARES

Visit us:

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
c/o Finham Park School

Recruiting Trainee Teachers for September 2020

Do you know someone who is considering a career in teaching?

Perhaps they'd like a taster day in one of our alliance schools or want a chat to understand more about the profession?

Please do ask them to get in touch with us.

We are officially open for applications from prospective trainees and in addition to our partnership with Warwick University, we are also working in partnership with Birmingham City University this year and have places in a wide range of specialisms; we have both primary and secondary places available.

admin@thelionalliance.co.uk



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 2020

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.



**THE LION
ALLIANCE**



Apply through UCAS Online
Applications open: 8 October 2019

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

Throughout the year, we will be attending several recruitment events across Birmingham and Warwickshire. Our first event will be at Warwick University on Saturday 23rd November, showcasing our excellent training and support for those considering a future in teaching.

There will even be glimpses of our new promotional videos, filmed in many of our alliance schools. Keep your eyes on Twitter – you may soon see some familiar faces, of both students and colleagues!

admin@thelionalliance.co.uk



**THE LION
ALLIANCE**

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

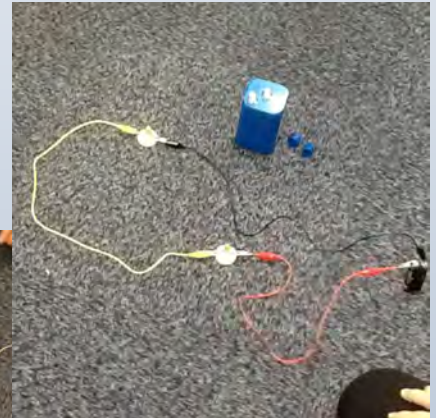
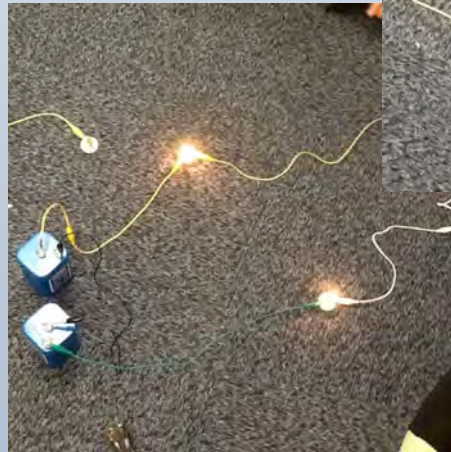


Exploring, Experimenting and Learning

Children at Pearl Hyde have been having lots of fun in their learning.

In Year 4 Science, children have great fun learning about electricity.

They explore circuits using 6V batteries and test what makes an effective circuit and what materials or factors interrupt circuits.



Children in Years 3 and 4 develop their scientific knowledge and understanding when they learn about states of matter. They posed questions and used their prediction skills before conducting experiments to find out how dried ice-cubes would react over time.



The children conduct a series of investigations in Science and are encouraged to apply their findings to their wider knowledge.

Here they learnt about rain making , or precipitation to use its scientific name.

Children at Pearl Hyde are encouraged to take their learning beyond the normal classroom and apply it to lots of different environments.

In the summer term, Year 3 and 4 children thoroughly enjoyed their visit to Kingsbury waterpark where they had the opportunity to explore and test out their survival skills!

Fire lighting, shelter building and open fire marshmallow toasting all develop children's understanding of different environments, enable them to test their practical and resilience skills—the marshmallows also taste good too!





Planning

Planning of RE revision lesson are based on recapping content, application to exam questions and writing 12 mark question responses after talk for writing methods and shared whole class planning. The consistency in lessons has helped students to focus on powerful knowledge, address common misconceptions and apply their learning through practice of technique in timed conditions.

PiXL and Seneca Learning were effective tools that students used to consolidate taught content and actively revise content. The use of Seneca allowed monitoring, tracking and assessment opportunities that students could practice at home independently. PiXL independence and endurance strategies were embedded in lessons to allow for low stake testing to build resilience, confidence and retention.

Match the correct quotes to each image.

Christian quotes	Islamic quotes
'Before I formed you in the womb I knew you'	'Do not kill your children...killing them is a great sin'
'Rule over...every living creature'	
'Do not commit murder'	'Do not take a life, which Allah has made sacred'
'The earth is the LORD's and everything in it'	'Do not seek more than what you need.'
'In the beginning God made heavens and earth'	
'So God created mankind in his own image'	'He gave you life'
'I believe in the resurrection of the body'	'Those whose good deeds weigh heavy will be successful'

Explain two beliefs in contemporary British society about contraception. [5 marks]

Complete the sentence starters to write a model 5 mark question.

One Christian belief about contraception/family planning is...

This is because...

A quote from the ...says

One Muslim belief about contraception/family planning is...

The reason for this is because...

Explain two beliefs in contemporary British society about divorce. [5 marks]

Complete the sentence starters to write a model 5 mark question.

One Christian belief about divorce is...

This is because...

A quote from the ...says

One Muslim belief about the divorce is...

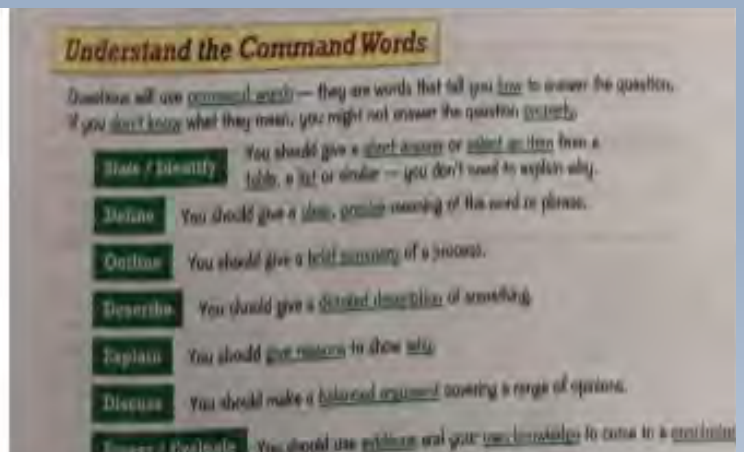
The reason for this is because...

KEY WORDS

Revision Techniques

Revision techniques that were used in Food Preparation and nutrition included:

- **Set pre reading on Show My Homework**—This gave students the chance to become familiar with the content of the next lesson and read up on key words and concepts beforehand, so during the lesson they were more engaged and confident in their knowledge.
- **Revision guide**—Each pupil had access to a revision guide for the subject. These contain the relevant information needed to revise all topics that could be covered by the theory exam. This was essential for pre-reading and in class support
- **Common word definitions**—In every lesson the command words for questioning were discussed to ensure pupils knew exactly how they were to answer the question and what they needed to include to gain full marks.
- **Key terminology flash cards**—Flash cards were given to pupils with the key word on one side and the definition on the other. These were used to encourage pupils to test each other and themselves.
- **Past Papers**—Questions were pulled from past papers and put into topics for pupils to complete after each topic of revision. These were discussed along with the end of topic questions in the revision guide to assess retention of knowledge.





International Cross of Nails School Award

On 2nd July 2019 Finham Park School received the International Cross of Nails School Award at a ceremony hosted at the school. The following is taken from Mr Bishop's ceremony speech:

'When I stop to think about what the role of a Headteacher actually is, it is easy to get lost in the ether of the day to day logistics of a school.



The simple truth is though that the struggles we all have as humans whether a student, a teacher or a parent aren't all that different. We as the leaders in schools may have acquired a little wisdom along the way to share, but in reality we all have work to do in learning how to create peace, how to forgive, and how to try and address some of the imbalances that human nature has created. That is why ICONS is such an exciting body to be involved in as it relates to each and every one of us in our schools, our homes and our community at large.

As a father of three I often talk with my children about what the right things to do are. A badly timed comment, a lost toy, an unkind word are not uncommon events in any household; but all of these things raise the question of how we teach young people what is right, how do we even know ourselves?

Like any parent I often find myself swimming against the tide, never really sure where to find the instruction manual! But what I have learnt is that if I model kindness and compassion for others, my children follow suit and continue to be the amazing,, vibrant happy characters they are today.

We often see in school children who are not always in charge of their own emotions, who can be cruel and unkind to one another, and this is why we know that the work of ICONS in schools is instrumental to ensuring we try to help our students and the local community to build a culture of peace.

Our recent work in Uganda really brought home to us the true inequalities still ever present in the world. Our students are mainly very privileged and for the most part they have been sheltered from the power that inequality wields in the world.



Living in a multi-cultural city and coming from a forward thinking school, students here understand to a larger degree what unfairness and inequality looks like.

We know that the students in the room understand right from wrong and on the whole, accept the difference. What however perhaps we do not always see is the inherent prejudices that life itself offers. The harsh reality of the world where some young people do not get the chance to go to school and where poverty is raw and real both in the UK and abroad. These are things we all see and hear about yet probably find hard to fully understand. It is our job to nurture young leaders who want to challenge this, who want more than just the trip abroad to see 'the culture' or visit a 'poor country'.

We want our young people to see the marginal gains they can help make to adjust the injustices globally and who continually are grounded enough to remind themselves of this and commit to this mission. It is for this reason



FINHAM PARK
SCHOOL

that we are building strong links in Africa and working on ongoing projects to support and develop our curriculum and CPD offer. Thus enabling our staff, students and parent's exposure to the true meaning of poverty with some open avenues to make a positive difference. We are committed to

help our students to understand how they can help to reconcile the conflicts they face and these are the skills that will help them make positive changes in the future.

Recently I visited a fellow World Class school and their tagline of 'everyone can be something' resonated with me. At Finham we want all our students to celebrate their differences and to be pioneers of challenging those who show prejudice towards others. It made me think even more deeply about what World Class actually means to us and reminded me of a past student of mine...

He was convinced the world was against him. He hated teachers, hated his family, even I think hated himself. He had a tough time at school and lived in a world where colour mattered and aggression was the 'language' that was valued most. He was the student most people expected to end up in prison, who teachers in some schools might have rolled their eyes about behind closed doors or secretly dreaded teaching. The Headteacher of that school however did not think those things and now, years later, these are the things I also stand firm against. He was the student who needed teachers the most, who needed support, a role model and to be shown kindness. I was proud to be part of a school that offered all of those things and who never would give up or abandon a young person in need. That young man is now successfully running his own business and remembers the impact teachers who would not give up on him had on his life. He has made peace with those he wronged and now is able to use his experiences to model a better way to those who look up to him.

Making a difference drives me and is the basis for what we stand for at Finham Park School. it's why we as a school community are continually looking to make our world a better place. It's important to look at how we can live in a more sustainable way, not just with those people around us but also with our environment.

I am therefore pleased to be able to say today that Finham Park School has committed to being single use plastic free by September.

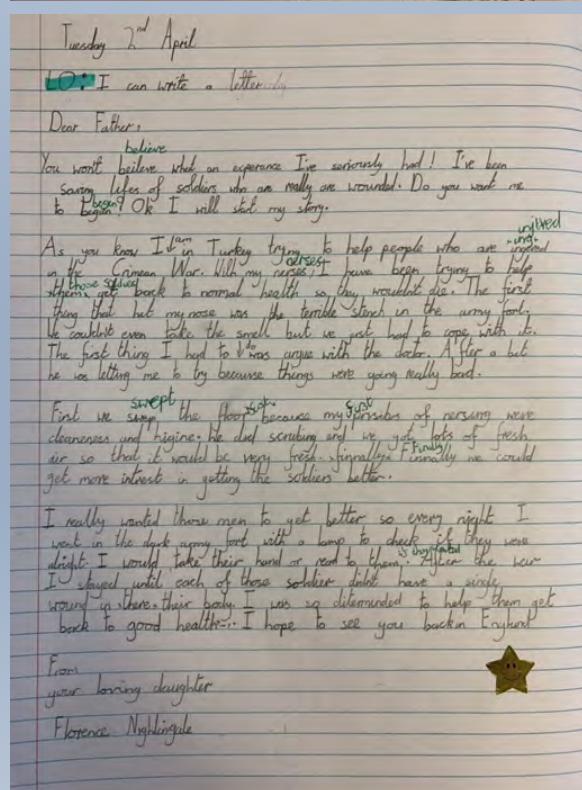
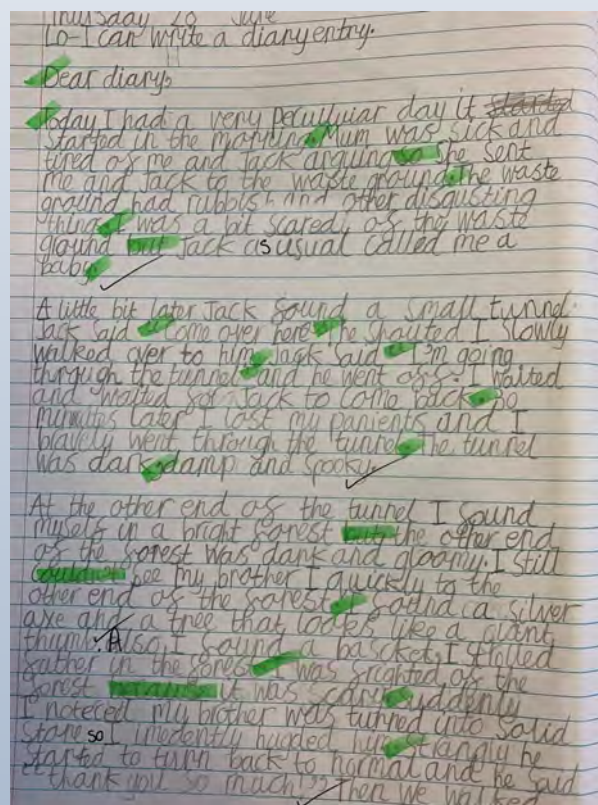
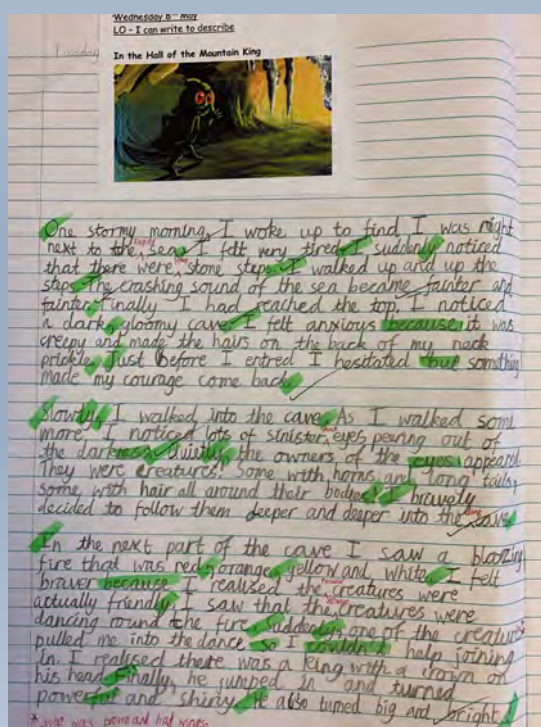
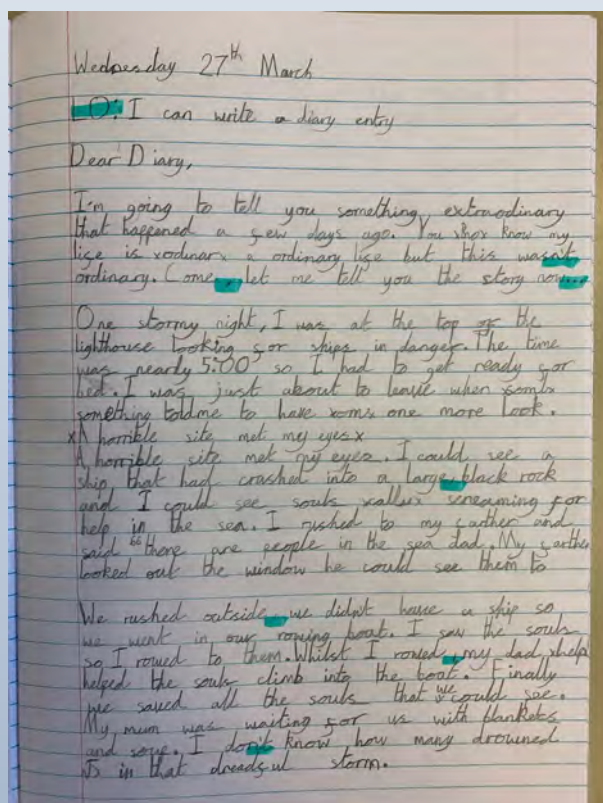
We are proud to be here today, making these pledges , not because they are easy, but precisely because they are hard and cost us something as they all challenge us personally. We are committed to working collaboratively with the Cathedral and the community it serves to build a future that is focused on peace and reconciliation.



Chris Bishop
Headteacher, Finham Park School



Children in Year 2 last year worked incredibly hard all year. They worked on exciting topics, producing high quality writing. Here are some examples of Greater Depth writing in Year 2:





FINHAM PARK
SCHOOL

ROAR!

Reflecting on Our Action Research

The Teaching and Learning focus at Finham Park continues to be Responsive Teaching. Last year staff were asked to choose a particular area of interest under the headings of 'New' 'Do' 'Review'. They then embarked on a classroom based research project linked to specific elements of academic research, for example from Harry Fletcher-Wood's book 'Responsive Teaching'; Rosenshine's 'Principles of Instruction', or from a range of blogs, Twitter posts and Impact and Teach Secondary magazines.

Responsive Teachers...

New.

Specify what students will know and be able to do.

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

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



Do.

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

Ensure students experience **success**.

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



Review.

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

Track student thinking to adapt teaching during lessons.

Provide students with **clear feedback** tailored to what they need to improve, in a sustainable way.



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

What success looks like...

Avneet Gosal's area of research was based on what success looks like, so students experience mastery.

Avneet read 'Principles of Instruction', Barak Rosenshine, in American Educator 2012.

The aim was to investigate the use of WAGOLLS (What A Good One Looks Like) and knowledge organiser to improve student answers. Also the development of skills such as knowledge, application, analysis and evaluation in essay style answers.

The method was to create unit knowledge organisers. Students used these and answered exam style questions where WAGOLLS were shared. Exam success criteria was shared using mark schemes and examiners reports.

Evidence of impact: Student responses improved as did their confidence to answer longer answers.

Conclusion: There is some understanding of developing answers using strands and connectives. Use of knowledge organisers gave the students confidence to answer the questions. It helped with recall and retrieval of relevant information. Students were also able to improve the quality of their written answers when success criteria was understood using WAGOLLS and live modelling of exam questions.





FINHAM PARK
SCHOOL

What success looks like...

Ellie Boyce also looked at the area of what success looks like, so students experience mastery. Her research was based on: 'Developing Reflective Practice & Learning About Teaching and Learning Through Modelling', J. John Loughran; and 'Mark. Plan. Teach.' Ross Morrison McGill.

Aim: To use class feedforward sheets and WAGOLLS

Method: Using feedforward sheets with teacher / student written WAGOLLS after every formative and summative assessment.

Evidence of Impact: A survey found that 30/32 students found the feedforward sheets effective and used them to inform their revision for the next assessment. Over 70% preferred teacher written WAGOLLS rather than those written by students.

Conclusion: Ellie found the feedforward sheets with WAGOLLS really effective in supporting students' progress and addressing class wide misconceptions.

Future implications: It can become quite time consuming for a teacher to write a WAGOLL for each assessment so it may be effective to create WAGOLL banks in departments to share.

Examples of Feedforward are on the next page:

YEAR 9 WHOLE CLASS FEEDFORWARD – TITANIC – CREATIVE WRITING



SPAG

Capital letters for names and places!

Apostrophes for ownership!

AREAS FOR IMPROVEMENT

Proof read your work for SPaG – this is really letting some of you down and it will start to affect your grades.

Make sure you are using a range of STRUCTURAL methods – these include foreshadowing + writing in 1st / 2nd / 3rd person + flashbacks + linking your opening and closings + starting your writing in mid-resa.

Don't be afraid to take inspiration from elsewhere – you can use ideas from texts / films / experiences that will help you engage and interest your audience. Don't copy something directly – but you can use someone else's ideas as a spring board.

Don't forget to use devices – lots of you tried to incorporate an oxymoron but didn't push yourself for more.

Alliteration

Sibilance

Metaphor

Semantic Field



FINHAM PARK
SCHOOL

YEAR 10 WHOLE CLASS FEEDFORWARD – *Romeo and Juliet*

How to improve next time:

Argument

Your argument is the first thing you should tell the examiner. This should be the first sentence or two of your essay and states clearly what your opinion is based on the question asked:

Whole Essay: Shakespeare uses the power of Romeo and Juliet's love to show that love should be more powerful than conflict and should overpower any negative force. Romeo and Juliet's death is powerful enough to end the conflict as their death 'buries their parents' strife'.

For one PEEZ: Juliet's love for Romeo is so powerful that she is willing to risk her family honour and name in order to be with him.

Don't just go straight into the analysis of language or structure – tell your examiner your argument. (LOOK AT Molly's WAGOLL)

Context

Remember to explore the context of the time and most importantly, how it relates to the question you are answering.

For this you need to be referring to the Elizabethan or Jacobean era. Think about their views on religion / love / conflict / family status and honour etc. (A03)

You can also think about referring to societies' attitudes today. What would a modern society think of Romeo and Juliet's love? This can also link to the effect that the language or structure has on the reader (A02).

Method and Effect

State the method used by the author and analyse the effect it has on the reader!

Lots of you forgot to analyse the effect that language or structure has on the reader.

Make sure you all identify language features when they are used – for example: verbs / adjectives or devices like similes and metaphors etc.

You can also analyse structure – something as simple as the rhyme or even mentioning the use of semantic field.

2019

What's occurring in this scene?

LO: To understand key events in Act 1 Scene 3 and conventions surrounding marriage in Elizabethan England

Characters

- CAPULET
- SERVANT
- PARIS
- BALTHASAR
- BENVOLIO
- ROMEO

- Paris wants to marry Juliet and is talking to her father, Capulet in the street.
- Capulet invites Paris to a ball at his house so that he can meet Juliet (1) first.
- Capulet sends a servant to invite a list of people to the ball but the servant can't read.
- The servant meets Romeo and Benvolio and asks Romeo to read the list for him.
- Benvolio spots Rosaline's name and decides they should go to the ball, despite the risks, just so that he can show Romeo that Rosaline is NOT the only beautiful woman in the world.

Friday 13th September 2019

Act 1 Scene 3

nice choice of quote

Lady Capulet says 'The valiant Paris seeks you for his love' This demonstrates that she wants ~~to~~ Juliet to like him and she uses the adjective valiant to do this. At the time men were praised for their masculinity and Lady Capulet would have used this specific word to make him sound more manly and appealing. She also uses an extended metaphor by referring to him as a book, telling Juliet to 'read over the the volume of young Paris face' and 'delight with there with beautys pen'. This could be to entice her as we know she's only young and would be interested in fairytales and stories. The imperative verb reads shows that she is instructing Juliet to do so and is being rather bossy. The techniques she's using to convince Juliet could mirror the ones her own mother used on ~~her~~.

link this to A02

finish

Mandarin

Watch the intensive learning video!



<https://www.youtube.com/watch?v=PYXiVUm1C2I&feature=youtu.be>



PiXL (Partners in Excellence)



Lyng Hall School continue to work with PiXL to develop students' understanding, skills, knowledge organisation and retention, and well as recall and revision strategies.

PiXL Knowledge gives all subjects a range of 'mats' or knowledge organisers that allow students to summarise their knowledge and make clear links. Everything is there in one place for each topic which makes revision nice and easy!

PiXL Independence encourages students to work at home and build techniques for revision. The booklets are incredibly useful, particularly if you are looking for a quality resource for homework / revision / intervention.

PiXL Independence is designed to allow students to address any issues they may have and put them right through DTT: diagnostic, therapy and testing.

Knowit—Basic knowledge acquisition

Graspit—Taking the knowledge a step further and trying to use it and apply it

Thinkit—Extending knowledge and understanding to stretch students' thinking

CHUNK IT

RE-LEARN IT

WRITE IT

SPEAK IT

Split the Thinkit into manageable chunks.

Choose a chunk at a time to memorise.

Start with the most important or the most difficult.

Re-read your notes on the chosen topic.

Do some wider research on the internet until you understand it.

Use:

Thinkit/Graspit/Knowit
Independence
Apps etc.

Write a detailed description or an explanation about everything you know about this topic.

Try to do this without your notes.

Topic on a page
Write key facts you need to memorise over and over until you have memorized them.

Give a verbal explanation about the topic as if you were teaching it.

Repeat facts you need to remember 20 times.

Record key facts about this topic on your phone.

Say what you've learnt from memory, using the Thinkit images to prompt you.



TRANSFORM IT

REDUCE IT

SORT IT

LINK IT

Transform key facts into a series of images.

Transform what you have learnt into a diagram.

Transform your learning into a poem or a story.

Reduce what you have learnt about this topic into 5 bullet points or prompts.

Reduce the 3 most important facts in this topic into 9 words.

Use the ranking template to rank the most important facts from this topic.

What is the most difficult point to remember? Why?

Categorise key facts from this topic into 3 groups. You choose the group headings.

Find 3 links between this topic and other topics you have studied.

Link the points together.

Link the ideas.

Find some random links.

Link the factors.

RESTORE IT

Go back to your Reduce it bullet points. Restore them to their original state.

Go back to your images and restore them back into written form.

STEP IT

Create a 5 step process explaining the most difficult learning points here.

Recall the process or order of events you have studied.

TEST IT

Use the Thinkit images to test your knowledge.

Write yourself 3-5 exam questions on this topic or skill.

REFINE IT

Improve it
Rank it
Reorder it
Change it
Condense it
Add to it
What you missed out from your topic on a page?



FINHAM PARK
MULTI ACADEMY TRUST

Uganda

As someone who loves travelling and loves education, being given an opportunity to combine them both is always a pleasure.



This summer I was fortunate enough to be able to spend some time with colleagues from Finham Park School and Finham Park 2, visiting local schools in Uganda. I travelled to Entebbe Airport where I was met by a driver and taken, via the capital Kampala, to Jinga, approximately a 5 hour drive away from the airport. There I joined Chris Bishop (FP), Shannon Rawlilns (FP2), and Chloe Buckenham (FP) who had travelled the day before me, to stay at The Discovery Centre, Jinga, Uganda.



During our stay in Jinga, we spent time visiting some of the local schools. The first school we visited was Viva College. Chris, Shannon and Chloe had spent time there the day before I arrived. They had delivered some sessions to the children and were already building links with the staff.



Viva College is a privately owned school which began in February 2016. It is located on the Mwiri Hill, Jinga. It is a co-educational boarding school and is an institution built on interdenominational values where diversity is well



Enshrined in its mandate to achieve.

The school promotes the core mandate of educational excellence through the three major pillars that is Social discipline, Moral discipline and Academic discipline. The school motto is 'Great Minds Shape the World'.

On my first full day in Uganda I joined Chris, Shannon and Chloe at Viva College. We were introduced to the children in assembly. Chris shared images of Finham Park School and the children found it interesting to learn more about school in the UK.

The children looked very smart in their uniform and their behaviour was excellent.



By the end of the assembly I think they realised, as did we, that schools around the world might look different but actually the differences aren't always as big as they might first imagine; with students facing similar circumstances and challenges such as wearing the correct uniform, working hard in lessons and preparing for exams.

The children had the opportunity to come and meet us after assembly and ask further questions. It was really nice to talk with them and ask them questions too.

We spent the rest of the morning with a range of Middle and Senior Leaders. I led a session for Senior Leaders on Quality Assurance. It was reassuring to know that the importance of rigour of QA is the same in the UK as Uganda.; ultimately we are all wanting the best for the children in our schools.



Shannon also spent time with the Head of English and they found it really interesting to compare the curriculum, work produced by children, assessments and also compare the formal examinations. I know that Shannon has continued her links since returning home.

We were then given a tour of the school by Ms Masanga, Principal. The site was very impressive, with beautiful grounds.

We also visited the new boys dormitory which is currently under construction.



As the wife of a builder, I found the construction site just as interesting!

It was really interesting to visit Viva College and already the links that were starting to be built there have continued. In September, Ms Masanga, Principal, has visited Finham Park School, Finham Park 2 and the Finham Park MAT offices.

Ms Masanga met with students at Finham Park School.



It is hoped that these links will continue to grow and provide opportunities for staff and students in FPMAT as well as in Uganda.

Whilst Viva College was fortunate to have amazing facilities and resources for the children, sadly this is not the case for all schools in Uganda. During our stay in Uganda we also visited Joy Primary School.



The architecture and the facilities were of a much poorer standard, however the welcome we received from staff and children was outstanding.

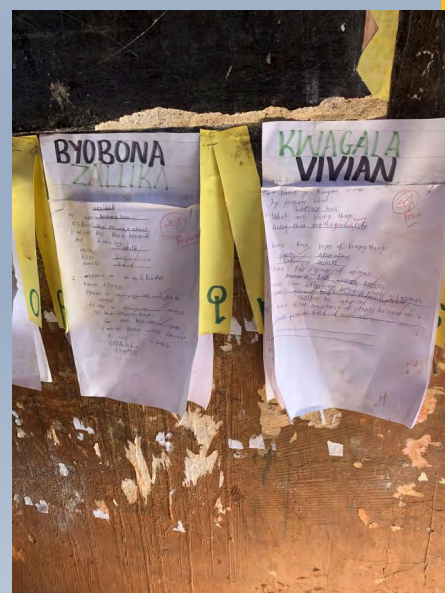
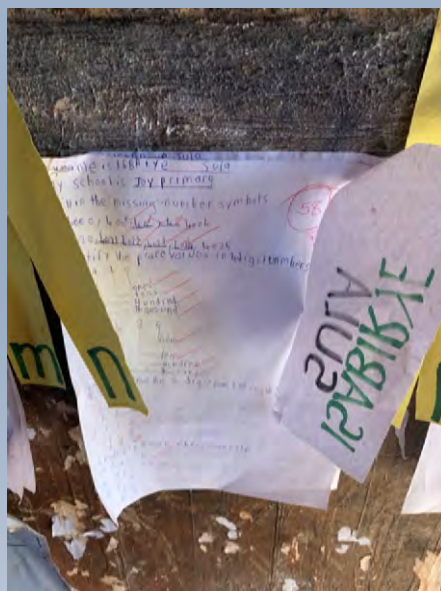
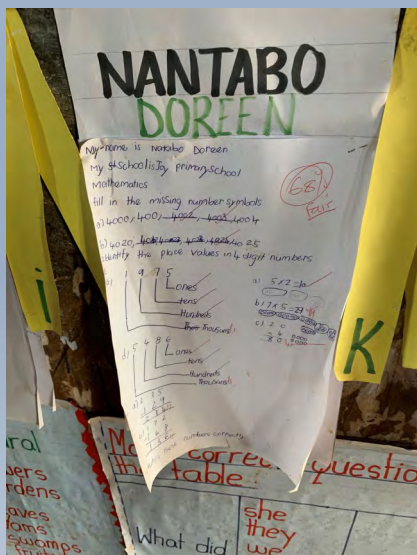


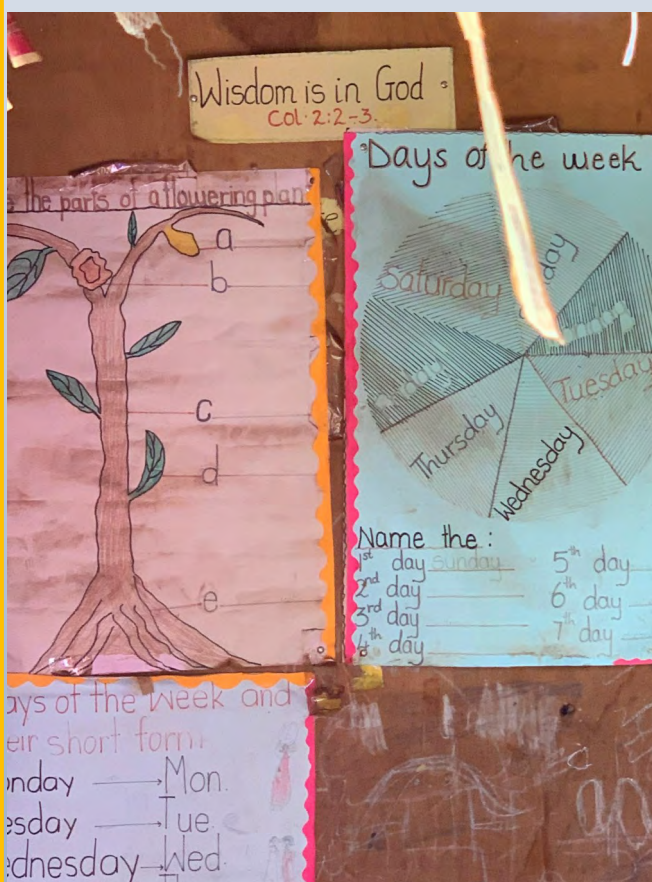
On entering each classroom at Joy Primary School, visitors were greeted by the children in such a welcoming way.

All the children stood and spoke in unison to tell you which class they were and to say 'You are most welcome!'

It was really impressive to receive such a warm welcome.

I was really interested to speak with the children and find out more about what they were learning. Their concentration and dedication to their learning was really impressive, as was the quality of their work.





There were many similarities with classrooms proudly displaying the children's work, literacy and numeracy walls, and key words displayed to assist the children in becoming independent writers. What they may have lacked in glossy resources, they more than made up for by creating their own vibrant learning environment.

Just as we were about to leave Joy Primary School, the school cook invited us over to meet her family who sang for us.

I have visited 30+ countries around the world and can honestly say the welcome we received in Uganda was second to none. I'm looking forward to any follow up opportunities for links with these schools.



Bernadette Pettman

Staff at Finham Park 2 have been using visualisers in different ways as a Teaching and Learning resource to have a positive impact on students' learning.



In English they have been used mostly for modelling purposes, particularly in Year 10 lessons. Here the teacher is able to model how to annotate literature texts effectively and also when using whole class feedback.

MFL have used visualisers as a way of providing live marking. Students write a 40—90 word paragraph, as they will have to do in their Spanish exam. Volunteers are able to then show their work to the class where any mistakes can be identified. They are also used in MFL to share WAGOLLS (What A Good One Looks Like).

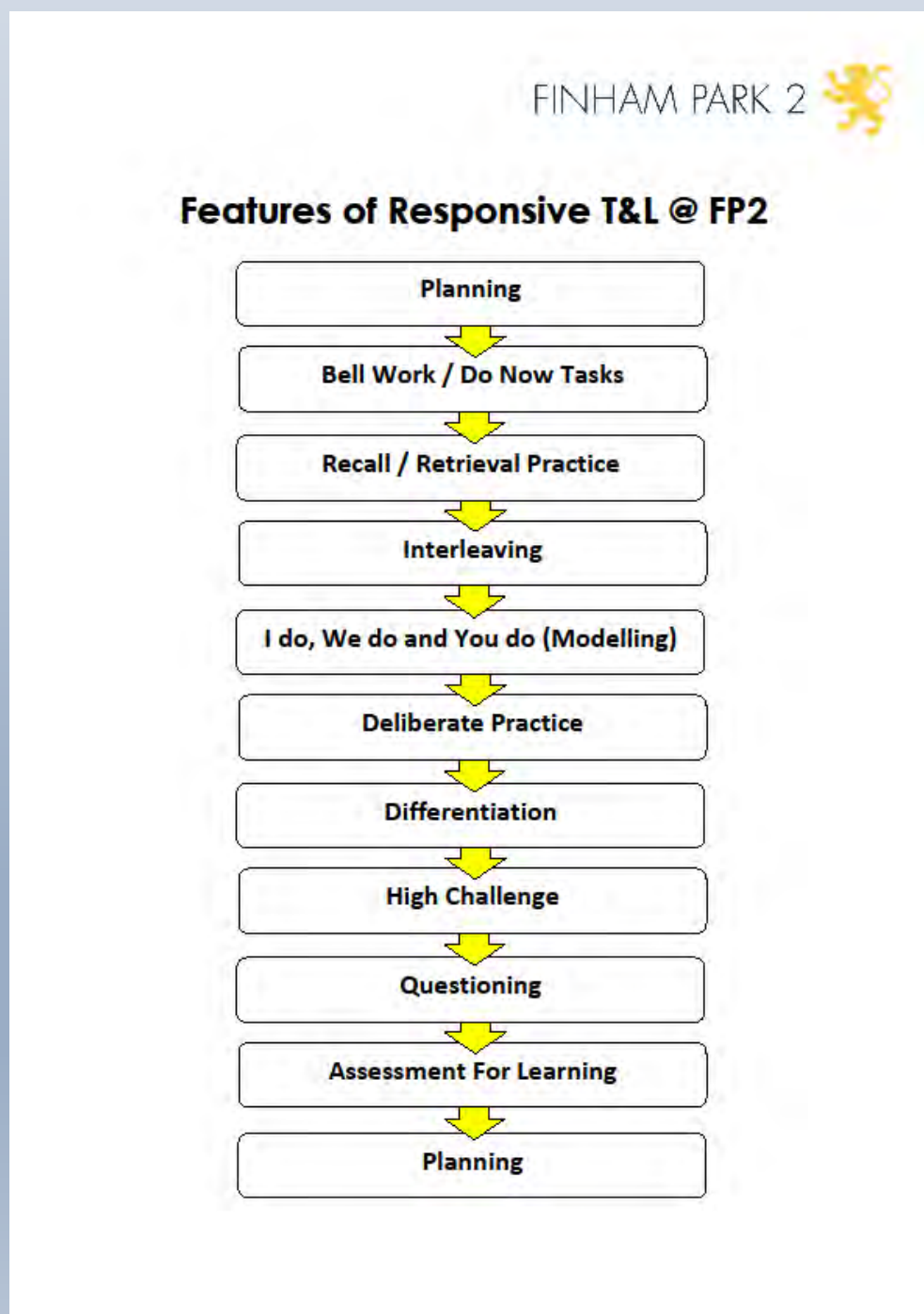
Similarly in Geography, students are able to see examples of WAGOLLS and as a way of sharing live marking. They are also used to develop success criteria.

In Design and Technology it is really important for student to see what they have to do in terms of layout. Demonstrations are frequently used in DT and the visualisers are a more effect way of demonstrating to students rather than gathering students around one table. The visualiser allows for a much more detailed vision of the work or example and this has already started to have a positive impact on students' work.

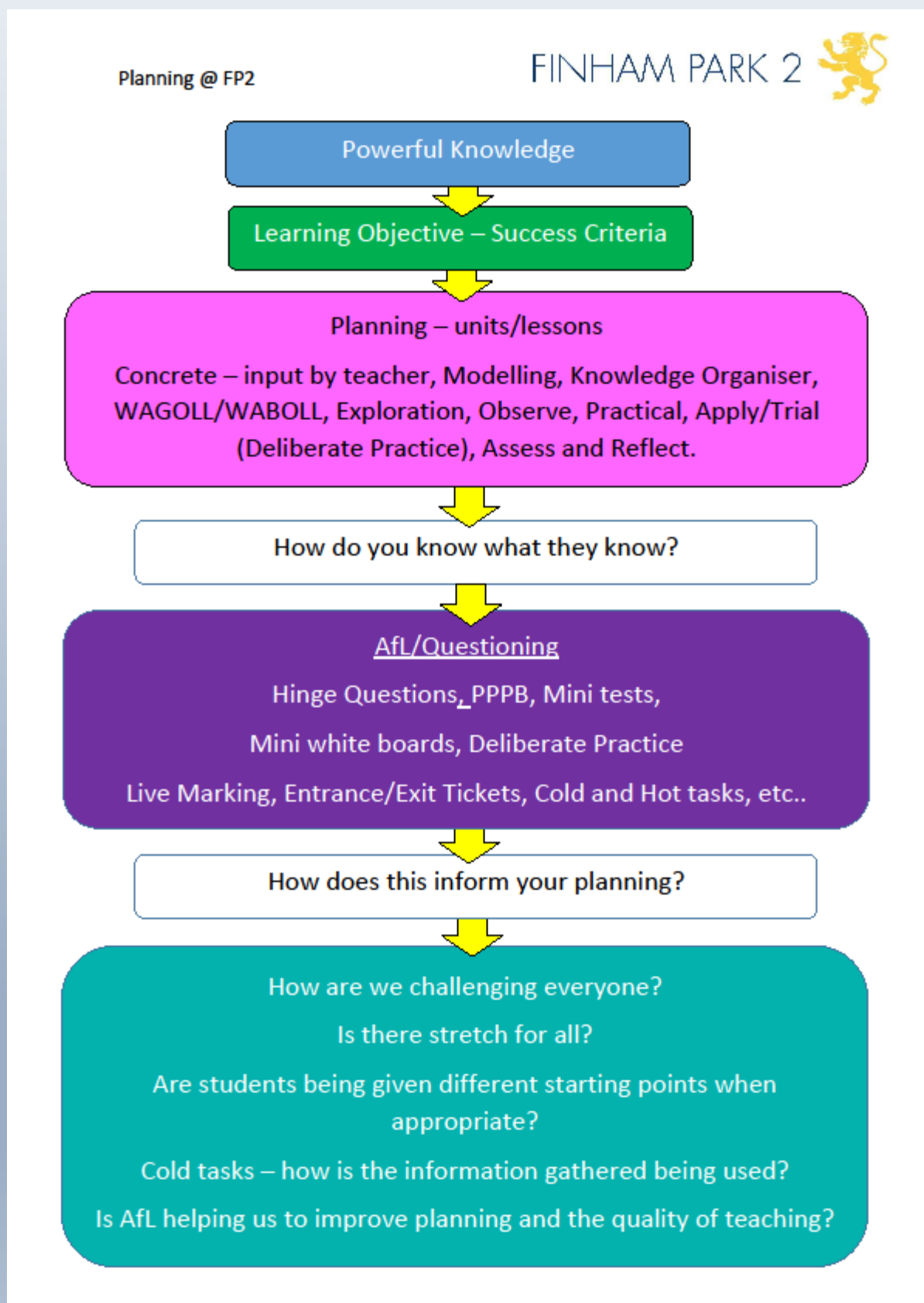
Responsive Teaching at FP2

Finham Park 2 have set their Teaching and Learning Priorities for 2019/20:

- High quality planning
- Questioning / Checking for understanding
- Effective Feedback
- Challenge for all



As part of their Teaching and Learning Strategy, they are focusing on planning:





Pearl Hyde Primary

Headteacher: Theresa O'Hara

Address: Dorchester way, Coventry, CV2 2NB

Tel: 024 7661 0165

Website: <http://pearlhyde.co.uk>



Finham Primary

Acting Headteacher: Sarah Bracken

Address: Green Lane, Coventry, CV3 6EJ

Tel: 024 7641 5425

Website: <http://finhamprimary.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 School

Headteacher: Paul Green

Address: Blackberry Lane, Coventry, CV2 3JS

Tel: 024 7672 4960

Website: <http://www.lynghallschool.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 MAT

Executive Headteacher: Mark Bailie

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7641 8135

Website: <http://finhamparkmultiacademytrust.co.uk>

Finham Park Multi Academy Trust

World Class Education

Follow us on Twitter:

@FinhamMAT



FINHAM PARK
MULTI ACADEMY TRUST



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
www.finhampark.co.uk

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

