

Finham Park Multi Academy Trust

World Class Education

December 2019

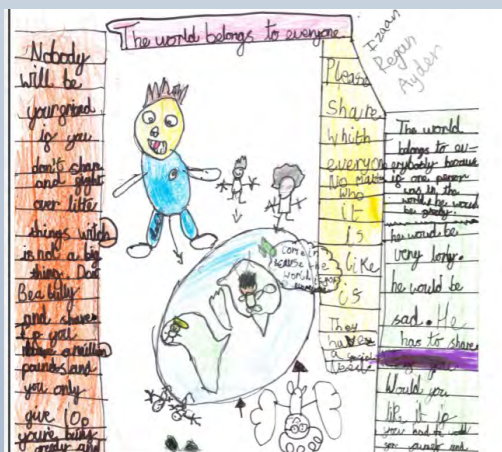
Edition 10



FINHAM PARK
MULTI ACADEMY TRUST

'Better World'

Pearl Hyde






Guest Writer

Rachel Canning



Responsive Teachers

Responsive Teachers...		
New.	Do.	Review.
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).	Guide student practice, providing scaffolds. Ensure students experience success. Require and monitor independent practice, ensuring students 'overlearn' material.	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.
		

Wood, Principles of Instruction, B. Rosenshine; Making every lesson count, S. Allison and A. Tharby

TEFL and EAL



Welcome from Mark Bailie

Dear colleague,

Welcome to the latest edition of World Class Education.



This term has been a busy one for children and staff in our schools, with some excellent learning taking place as well as some 'World Class' opportunities for children, some of which are featured in this edition.

Even in the last few weeks of a long Autumn Term, children have continued to work hard. The Oliver performance by Finham Park students was simply outstanding and on a par with a professional performance. Students in Lyng Hall, Finham Park and Finham Park 2 have been learning about our democratic system in the UK as part of their PSHE and Citizenship programmes. They took part in their own 'General Election' and we shall soon see if their voting pattern mirrored the national picture! Children in Finham Primary and Pearl Hyde have both been enjoying arts and crafts in the Finham Primary 'Christmas Arts Day' and the Pearl Hyde 'Pearl Day'.

One of just many benefits of being a Multi Academy Trust consisting of Primary and Secondary schools is the ability to draw on a wide range of expertise. On Monday 6th January all of our staff will come together for our annual Finham Park MAT Training Day. The day is structured to enable our colleagues to learn from experts in their field; spend time in departments and subject areas; as well as sharing best practice. Through economies of scale and reputation as a forward thinking multi academy trust, we are able to source high quality presenters and academics who want to work with us, which would not be possible as single schools in isolation.

We were delighted to welcome Harry Fletcher-Wood, author of Responsive Teaching to Finham Park MAT Offices and Finham Park 2 on Friday 6th December. His book is an essential guide which helps teachers refine their approach to fundamental challenges in the classroom. Based on research from cognitive science and formative assessment, it ensures teachers can

offer all students the support and challenge they need—and can do so sustainably. At Finham Park MAT we are committed to a three year Teaching and Learning focus on Responsive Teaching. During the course of the day Harry met with myself; Bernadette Pettman, FPMAT School Improvement Leader; Russell Plester, Head Teacher Finham Park 2; and Liz Allton, Assistant Headteacher responsible for Teaching and Learning at Finham Park 2. Harry had a tour of Finham Park 2 and saw many lessons which he was impressed with and had the opportunity to talk with students and staff. This is testament to our commitment to Teaching and Learning.

Harry is running two workshops at our Finham Park MAT Training Day, which will provide staff with an opportunity to listen to Harry talk about the different elements of Responsive Teaching and to learn more about the evidence based principles and strategies that he has researched and implemented. Harry Fletcher-Wood is Associate Dean at the Institute for Teaching. He has spent a decade in schools as a classroom teacher, head of professional development and as a researcher.

I would like to wish all staff a well earned rest over the Christmas holidays so they come back refreshed and energised in January. I hope you and your families are able to enjoy some time together. I wish you a very Happy Christmas and look forward to an exciting New Year!

Mark Bailie
Executive Headteacher

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.

I hope you have a lovely Christmas and I look forward to seeing you at our FPMAT Training Day in January.

Bernadette Pettman
School Improvement Leader



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT Training Day

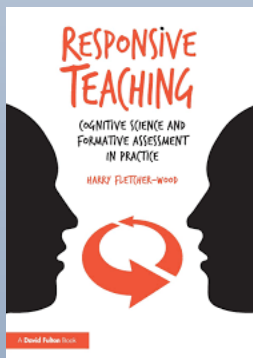
Monday 6th January 2020

It is not long now until our Finham Park MAT Training Day 2020. This will be our biggest event yet, with 46 workshops running across the morning; network sessions; presentations and a keynote. I hope you find the day useful and a good opportunity to meet with colleagues from across our schools.

Thank you to everyone who is leading a workshop or presenting or behind the scenes to help the day run smoothly.

Responsive Teaching

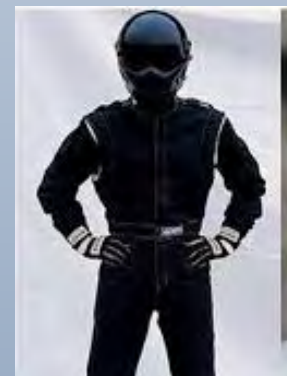
**Workshops with
Harry Fletcher Wood**



Highlights Include

Keynote Speaker

**Perry McCarthy
'The Stig'**



- **Emotional Resilience Training**
- **Trauma Sensitive Schooling**
- **Creating Self Esteem**
- **Developing Readers into Writers**
- **Steps and Ladders**
- **SEND**
- **First Aid Refresher**
- **Understanding Excel**
- **Excelling at Excel**
- **Tai Chi**



BOOK

SWAP

Please, only
books in good
condition
THANKS!



Take A Book,

Leave A Book!



FINHAM PARK
MULTI ACADEMY TRUST

The GREAT BIG Book Swap

FPMAT Training Day

6 January 2020



FINHAM PARK
MULTI ACADEMY TRUST

Guest Writer

Rachel Canning

This term had an active start with the Autumn Wolf Run which myself and Louise Charley entered along with eight other FPMAT employees. Back in April, when I suggested to a few colleagues that we should enter the event, I was met with great enthusiasm (particularly from the Admin team at FP2) and training began with vigour. Despite the enthusiasm being relatively short lived by certain people (mentioning no names...Alison Robinson, Gel Hook), all entrants made the start line as promised.

For those of you who are not familiar with the Wolf Run it is a 10k cross country run with a series of man-made obstacles along the way. A high percentage of these obstacles involve both mud and water and before long we found ourselves knee deep in mud, shoulder deep in water and ascending giant climbing frames. Great fun was had by all though and with sheer determination and a lot of teamwork our pack of wolves crossed the finish line triumphant.

**All
looking very clean at the start of
the run!!!**

**Not quite so clean looking
by the end!!!**



Left to right: Sarah Riley (FP2), Leigh Thomson (FP2) Tracie Gibson (FP2), Alison Robinson (FP2), Aidan (Alison's son), Gel Hook (LYN)

Sarah Riley (FP2), Alison Robinson (FP2) Tracie Gibson (FP2), Rachel Canning (MAT), Anon



My first term in my new role as Business Director has certainly been a busy one and it is hard to believe that Christmas is only around the corner. I have barely started my Christmas shopping and have not yet put up the decorations at home. Despite my slow start the MAT offices are certainly looking festive with two Christmas trees this year!

We were delighted to welcome Hana Cribb to the central team at the start of term - Hana joined us as Head of Finance. Our three apprentices continue to study hard: Sam Celine (HR) is currently studying for a HR Support qualification; Olivia Cook is working towards her level 3 AAT; Sam Maclaughlan is working towards Level 4 AAT. All have achieved some impressive results in their recent exams and coursework.

Much of this term has been taken up with the external audit which, as a MAT, is a statutory requirement. Following the audit our financial statements have to be submitted to the ESFA by the end of December which is a tight deadline to say the least. However, thanks to the continued hard work of the central and local support staff we have had a successful audit and the Trustees have asked me to pass on their thanks to everyone involved.

I am looking forward to the MAT conference in January and to meeting those of you who have signed up for Excel training. For any Excel enthusiasts reading this I thought I would leave you with a few simple shortcuts that you may not be aware of:

- 1) Ctrl + 0 hides the column you are in
- 2) Ctrl + 9 hides the row you are on
- 3) Ctrl + ' copies the cell above
- 4) Alt + = automatically sums

I hope that you all have a fantastic Christmas and a happy new year and I look forward to working with you in the Spring term.

Rachel Canning
Business Director

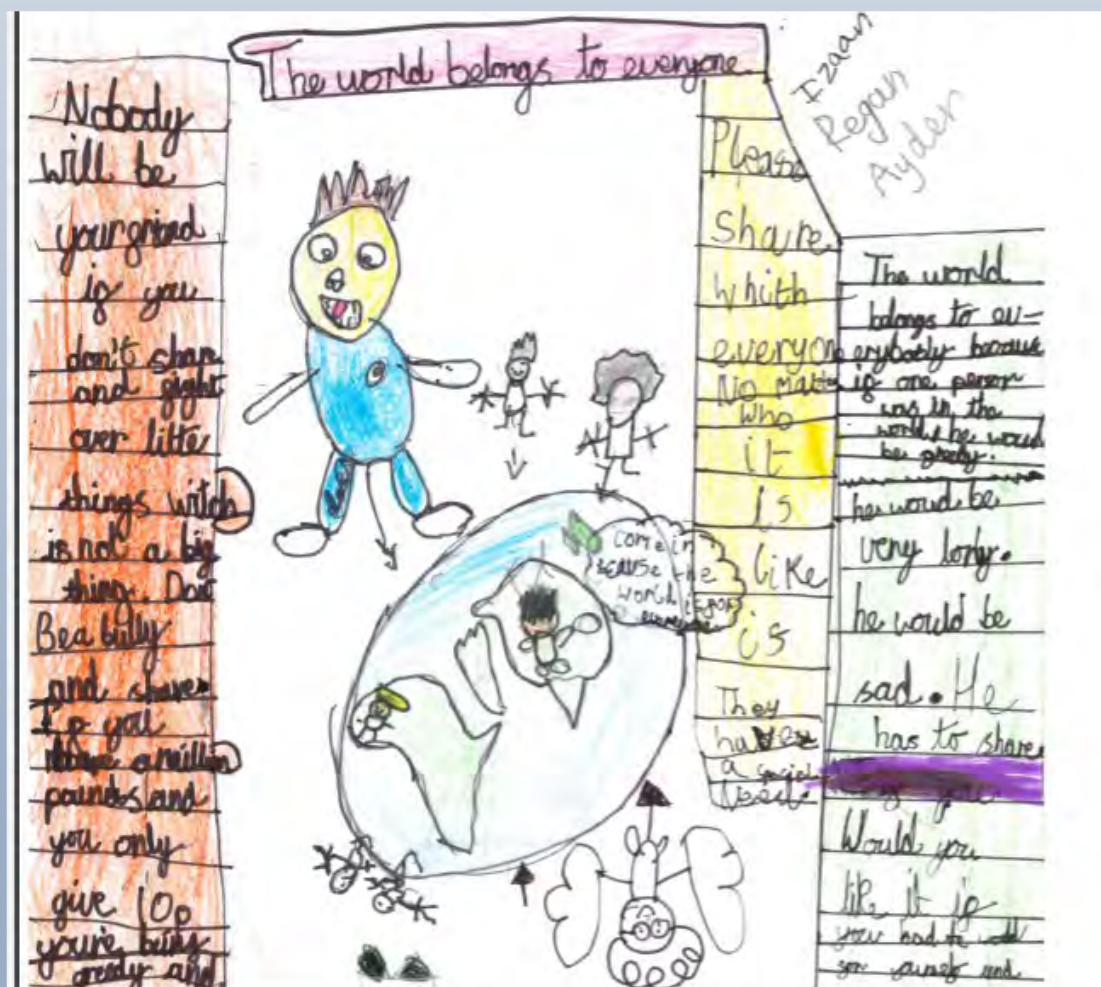


Year 3

'Better World'; 'Volcanoes' and 'Pompeii'

Year 3 have been busy creating posters linked to their learning: 'Better World'; 'Volcanoes'; and 'Pompeii'.

Three Year 3 boys impressed Mrs O'Hara by producing, totally unprompted, posters and brought them to show her.

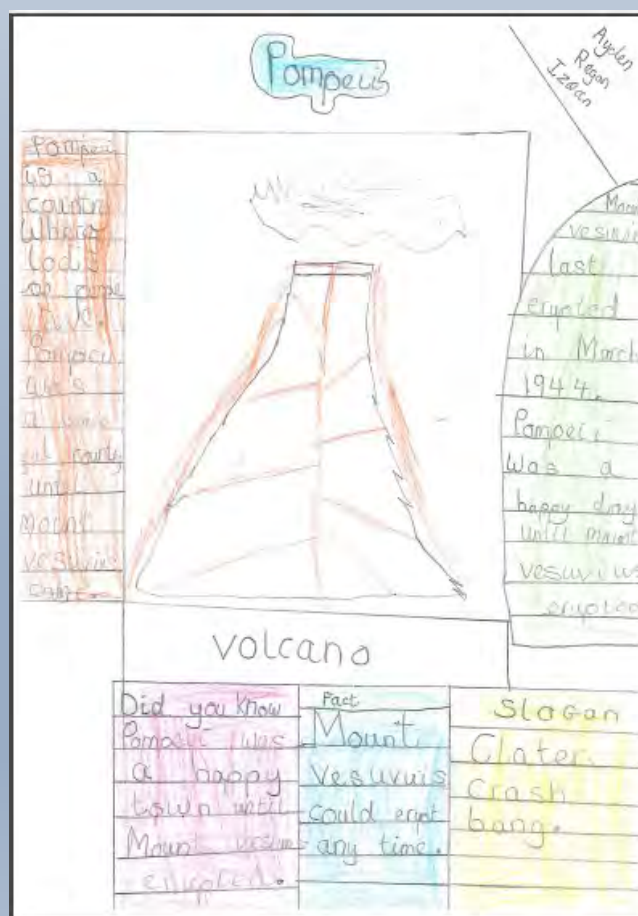


The 'Better World' poster is now enlarged to A3 and laminated copies have been put up around the school by the boys themselves.

I was particularly impressed by the fact that the boys had decided to create these independent of class teacher direction.

In Year 3 they have been finding out about pollution and the impact of it on our world and have recently been studying Pompeii and the impact of volcanoes.

For me, the posters evidence 'Learning in Action' and an obvious enjoyment and emersion in the new learning by these 3 boys. They are so proud of what they produced together and especially pleased to put their work up on our walls around school for everyone to enjoy and learn from.



Theresa O'Hara



FINHAM PARK
SCHOOL

TALK (Teaching and Learning Communities)

TALK (Teaching and Learning Communities) are central to CPD at Finham Park.



The opportunity to share ideas and best practice with colleagues and to trial new approaches is invaluable when it comes to moving our Teaching and Learning forward.

This year we are a beacon school for the SSAT, supporting other schools in setting up their TALK groups and will be hosting an open day in January to showcase what we do so well.

The first TALK meetings of this academic year saw colleagues exploring approaches to responsive planning, sharing resources and expertise to enhance our curriculum. Projects this year are all about improving the curriculum and involve work on retrieval and retention, spaced practice and interleaving. Every group has copies of *Rosenshine's Principles in Action* and the focus is very much on research. The next meeting will focus on how we use Homework as we begin to revamp our approach to OOSHL and embed opportunities for learning outside of the classroom into every SOL.



Helen Cooke

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



FINHAM PARK
SCHOOL

Feedback

Cheryl Chester

Clear feedback is an area of research that I feel can always be improved and can be personal to the group. I have found over the years different types of feedback can produce a variety of results. I really wanted to focus on time management and pupil response.

I have recently learnt of the positive impact feedback can have on identifying pupil's gaps in their knowledge, particularly valuable for the exam style questions. This was a driving tool which engaged me to focus on this aspect.

Research Papers:

@TeachingChannel @Teachingideas @Edutopia @PETeachingCo

Chetwynd & Dobbyn (2011) Assessment, feedback and marking guides in distance education

Research idea:

Aim: To create positive feedback in theory books for years 9/10/11 GCSE PE. To show a clear dialogue between pupil and teacher.

Method: To create areas of feedback that would engage pupils and creative non time consuming feedback. Ideally this will also be differentiated to suit all abilities and each area of GCSE.

Evidence of impact: All pupils from years 9 and 10 GCSE used differentiated feedback, which enabled teacher-pupil dialogue. This enhanced teachers' assessment of knowledge and ensured pupils read the feedback and were aware of their level. Out of a class of 30 Year 9s, 21 of the pupils responded to feedback and teacher pupil dialogue. Out of a class of 26 Year 10s, 21 of the pupils responded to feedback and teacher pupil dialogue.

Conclusion: Feedback needs to be at the appropriate level. It should be easy and effective for the teacher to use.

If feedback is engaged in the correct way it enhances pupil's knowledge and helps retain information.

Future implications:

What exam boards are expecting in regards to AO1, AO2 and AO3 changes and the mark allocation for the long mark answer. To use the similar sticker method to provide feedback in all work rather just as a starter and for DIRT.

GOLD

Analyse how two joints work and what movements they provide?

Write answer below:

SILVER

Explain how two joints work and what movements they provide?

Write answer below:

BRONZE

Name two joints and what movements they provide?

Write answer below:

Differentiated sticker for each topic

The image shows two pages of handwritten student work. The left page has a table with columns for 'What was well' and 'What needs to be improved'. The table contains handwritten feedback for a student named 'E'. The right page shows a handwritten answer to a question about a 1st class lever, with a diagram of a lever and a feedback sticker that says 'You try and catch up on the work missed. You need to be confident on every class of lever.' The sticker also includes a question 'What is a 1st class lever - Draw Below' and a diagram of a lever with labels 'Effort', 'Load', and 'Fulcrum'. The sticker also says 'Excellent you need to label the fulcrum load and effort to get the mark.'

	What was well	What needs to be improved
Addressed the question	4/5 ✓	
Used relevant knowledge and understanding	1/6	did not read the question properly
Explained each of your points	1/6	did not read the question properly
Practical application	0/6	did not read the question properly
Key words	1/6	
Proof read your work for 6 mins	✓ 4/6	

To explain each point fully your homework & here is excellent but his one is poor

Cheryl Chester



TEFL and EAL English Acquisition

From September 2016, The DFE requires all schools to include in the census, data that records pupils' proficiency in English. This is a new scale grade A– E, with A being new to English and E being Fluent in English. In order for this data to be collated accurately, and demonstrate where pupils progress in English proficiency, an assessment framework has been devised by NASSEA and adapted for our school needs.

NASSEA ENGLISH ACQUISITION STEPS



SURVIVING



REACTING



ENGAGING



EMERGING



DEVELOPING



TRANSITION



REDUCED SUPPORT



FLUENCY

DFE proficiency scale in English	LH support level	DFE descriptors	NASSEA Assessment Scale for KS3/4 Acquisition Steps
A	1	New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.	Induction 1
B	2	Early acquisition: May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.	 3
C	3	Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.	 5
D	4	Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks	 7
E	5	Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.	 9
N		Not yet assessed	



- Can read own name.
- Can understand signage in school.
- Can understand labels.
- Can recognise words by shape and first letter.



- Can form most letters.
- Can copy known words.
- Can conform to taught layout.



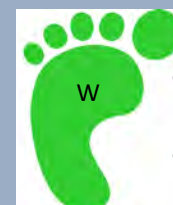
- Can answer one-step who, what, where, when questions relating to text.
- Can read simple text relating to something already discussed.
- Can locate high content words in texts.



- Can write short sentences with scaffolding.
- Can attempt some independent writing.
- Can use capital letters and full stops.



- Can locate taught features of text and layout.
- Can retrieve information at a simple level.
- Can read with understanding a differentiated text.



- Can write sentences about familiar content.
- Can use a model to improve writing.
- Can produce easily read handwriting.



- Can attempt a range of texts.
- Can decode unfamiliar words.
- Can retell text content with scaffolding.



- Can write meaningful sentences and short text with scaffolding.
- Can use common spelling patterns.
- Can use basic punctuation independently.
- Can apply common spelling patterns.



- Can understand a simple text, if the vocabulary is mostly familiar.



- Can write a simple paragraph about familiar content.



- Can read age appropriate text and understand the main points



- Can write clearly, with details
- Can explain own point of view, giving reasons
- Can explain advantages and disadvantages



- Can understand age-appropriate texts
- Can understand inference at an age-appropriate level



- Can produce detailed, well-structured, cohesive texts at an age-appropriate level

Marking and assessment examples

The English language acquisition of EAL pupils in TEFL is marked, assessed and monitored using the NASSEA assessment and English language acquisition steps. All pupils have the flight paths in their books which is dated when progress has been made in the steps of each of the skill areas. This makes it easy to identify what NASSEA step the pupils have achieved for each skill area and this can then be converted to the DFE Proficiency in English scale for the census.

Thursday 19th May 2016

Execute Mary	Save her
As long as Mary was alive, plots against Elizabeth would continue.	Mary said she knew nothing about the plots against Elizabeth.
Great concern about the reaction of powerful Catholic countries such as Spain if Mary was executed.	Elizabeth didn't really believe in 1586 evidence - it may have been forged or Mary may have been tricked.
Mary had written letters to powerful people abroad. She asked for help to escape.	In 1556, Elizabeth's spies found evidence that Mary had been involved in plots.
Parliament wanted Mary Queen of Scots to be put to death.	Mary was Scottish so couldn't be tried by an English court.
Mary was a Catholic queen who threatened the English Church.	Mary was a Queen - chosen by god.
In 1586, Elizabeth's spies found evidence that Mary had been involved in plots.	Great concern about the reaction of powerful Catholic countries such as Spain if Mary was executed.

Speaking Assessment 20/05/2016
Elizabeth J

54

- Can express content in-dependently.
- Can be easily understood.
- Can express content very well with scaffolding and rehearsal.

Mary Queen of Scots

In our previous study we have seen how Elizabeth faced danger from extreme Catholics and Protestants. Many Catholics wanted to kill Elizabeth and make Mary, Queen of Scots, ruler of England. Mary was Elizabeth's Catholic cousin.

Why did the Catholics want Mary?

- Mary was next in line to the throne.
- Mary was Catholic.

Protestant nobles forced Mary to leave Scotland. She fled to England in 1568. Mary was taken prisoner for 19 years.

Elizabeth was under pressure to execute Mary. Parliament wanted Mary to be put to death. They thought she was dangerous - they said as long as Mary was alive, plots against Elizabeth would go on. Elizabeth wasn't so sure.

Tasks to complete

- Answer these questions in full sentences.
 - Why did Catholics want to kill Elizabeth and replace her with Mary?
 - Who forced Mary to flee to England?
 - Why was Mary dangerous for Elizabeth?
- Using the ideas on the other side list reasons why Elizabeth should execute Mary. [There are five reasons].
- Using the ideas on the other side, list reasons why Elizabeth shouldn't execute Mary. [There are five reasons].
- Using your answers to Questions 3 and 4, create two posters in your book. One should argue for Mary's execution, one should argue against.

1 KILL MARY

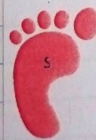
2 SAVE MARY

Make sure you put all your arguments in!

2. The book is about a girl who
3. What was the name of the house which
4. The police have caught the man who invented the
5. Alexander Bell was the man who invented the
6. Where are the pictures which used to hang on the wall.



This is very long-sleeved sequin dress
is very beautiful
colour dress red.



Step 2 - 23.5.16

- Can communicate about the concrete, the practical and the familiar
- Can retell short & simple content delivered supportively
- Can speak in longer phrases & sentences with scaffolding

Speaking task.

Recount of memo - 2
Talk about family - 3

Minority groups in Britain 3.3

Erid Saja

culture is the way of life, especially the general customs and beliefs, of a particular group of people at a particular time
culture is music, art, theatre, literature, etc.
cultural identity relating to the habits, traditions and beliefs of a society

1 Read the text about British culture.

Walk around any British town centre and the history of immigration to Britain is obvious. Its legacy and impact is reflected in the myriad of international restaurants, shops and market stalls that can be found in even small towns. Britain has a long history of immigration and it's not unusual to see Polish food in corner shops alongside pasta and curry powder.

Minority groups represent about 10% of the population over the whole of the UK. On a day-to-day basis British people are generally relatively tolerant to migrants and it's more likely political and social events that raise their profile. In the press, one person described it as 'a kind of occasional intolerance mixed with indifference'.

2011 Census
On 27th March 2011, the whole nation was asked to fill in a form describing their lives, their education and work status and their national identity. Questions included: How would you describe your national identity? What's your ethnic group? What's your job? What's your religion?

2 You are going to hear some people talking about their backgrounds and identity. Listen and complete the table about each family/person.

	The Clarkes	The Sharmas	Reza and Ellie
Names, place of birth, age	Conterwell London, 15 when he came to Jamaica born 25 years ago in London	1970 in UK, now in India, 30 years old, teacher's son	Reza 30, Ellie 27, both born in Poland
Work history	Teacher, trainer, university, building	Teaching in London, Dad, 50 years old	Local company, Assistant manager for district
Religion / beliefs	Church members	Hindu	Catholic Ellie, Muslim Reza
National identity, ethnicity	Black British box-man, Londoner, white	British Asian, Hindu, Girl 3/4 Scottish and 1/4 Indian	British, Iranian, Ellie's dad is Polish and Reza British passport

3 Discuss the questions with a partner.

- What do you find particularly interesting about...
- What's the difference between a person's identity...
- How would you describe your identity? What ab...
- What do you consider the characteristics of peop...
- What minority groups do you have in your coun...
- What is the problem of discussing cultural group...
- What is your view of the concept of multicultural societies?

35+ 35/50

From Exploring British Culture by Jo Smith © Cambridge University Press 2012

PHOTOCOPIABLE

27

extended for KS 4

There are 'colleges' at Finham Park 2:

All students are in a college and earn points, learn new skills , raise money for charity as well as work together as a community.

SOUTHGATE COLLEGE

It has been a great start to the academic year 19/20 for students in Southgate. There have been plenty of opportunities to celebrate success, with wonderful students demonstrating the college values of Courage, Unity and Excellence.

So far this term, students have been taking part in a number of events to raise money for charity. There has been a cake sale for Macmillan coffee morning and a range of activities for Children in Need. As a school this year we have decided to support Zoe's Place and Alzheimer's Society as our school charities.

Westgate 'white tigers' have had a roaring start to the academic year 19/20. As a college we are so proud of the number of students who have key roles in the Junior Leadership Team (JLT).

So many of our students demonstrate Westgate College ethos on a daily basis, embracing all the challenges which are presented to them.

Respect

Opportunities

Aspirations

Resilience



Members of Westgate, along with other students, have played an integral part in our whole school charity events.

Eastgate success

What a strong start of the year for Eastgate, we are finally a full gate with 155 students who represent our ethos day in and day out by being hard-working, determined and supportive to each other.

This year so far we have had 130 students reaching 15 merits; 60 students reaching 30 merits which entitled them to a lucky dip, and finally 6 students already achieved Bronze status. Overall we are the gate with the most merits 4340!!

We have also had students doing incredible outside school success and representing Finham Park 2 and most of all Eastgate. Rio became British Champion in Taekwondo relative to his grading and weight category.



Charity Updates

The week beginning 11th November saw students at Finham Park 2 start their week of support for Children in Need. There was a 'Guess how many sweets in the jar' competition organised by the Junior Leadership Team (JLT) as well as merchandise being on sale during mentor time and break time. We also had a non uniform day and the fantastic FP2 Bake Off.





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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



Autumn Pearl Day

‘Pearl day’ is when all of the children in school go to different classes to complete an activity. The teachers get together to find a good text for us to base art and English activities around. Once we have completed the artwork and English activities, they are placed around the school so that everybody can share them.



In years 1 and 2 we used the ‘Jolly Christmas Postman to create snow men; snowflakes; paper houses; ballerina and snowflake tutus, and collage trees.

In years 3 and 4 we used some sections of The Lion, The Witch and The Wardrobe to focus our writing on the different ways to describe Winter. We then created snowflakes out of CDs and paper; robins and trees.



In year 5 and 6 we used the C E Pike poem about Jack frost to develop vocabulary and figurative language to describe Jack Frost. We also watched a 'Dreamworks' clip to describe how he moves and behaves.

Snowflakes, a poem about Jack Frost and an image. We then used recycled newspaper to make snowflakes. Jack Frost was then able to visit all of our displays.



All of the pupils had a lovely day, and especially enjoy having classes of mixed year groups. It gives us all a chance to be with new teachers and children that we never usually get to meet.

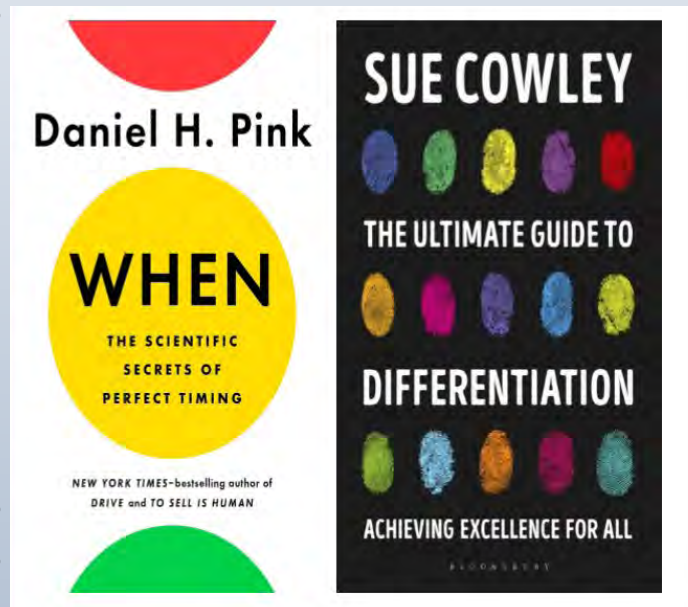
Becky Edwards



Action Research

Staff at Lyng Hall have been working on Action Research.

Staff were asked to consider an issue that they saw as a focus in their classroom. They considered the problem, completed some research, spoke to peers or tried a technique to solve the issue. The powerful way forward in teaching is to resolve misconceptions or areas of concern.



Staff have access to a variety of books in the CPD library

Triple Science— S Kapoor

After noting that my Year 10 Triple Science class struggled with 6 mark questions, I decided to break down the 'big' question into smaller questions using talk for writing scaffolding.

With the table displayed on the board, pupils were asked to select a paragraph topic that relates to the big question. They would then use the keywords to help answer the content questions.

This worked very well, and allowed the pupils to explain the different effects of exercise on the body by focusing on one or two examples. I aim to use this technique again with other classes as it is an excellent way to improve writing skills in a scientific environment, as well as clarifying exactly what a 6 mark question is asking for.

Question:

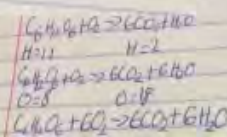
Describe the effects of exercise on the body.

Paragraph	Content	Keywords
Respiration	What it is and why it alters as we exercise.	Aerobic, energy transfer, oxygen, glucose, carbon dioxide
Breathing	What is breathing? How and why does it alter when we exercise?	Lungs, alveoli, rate
Heart	What is the heart? How does it work? Why and how does it alter when we exercise?	Heart, heart rate
Blood	Blood carries the reactants and products of respiration, how and why will this alter?	Plasma, red blood cells, diffusion, oxygen, carbon dioxide
Anaerobic respiration	What, where, why and how do you get rid of it?	Lactic acid, oxygen debt, liver, oxidation, glucose
Conclusion	How does exercise alter respiration?	

Oxygen debt
When exercise your body sometimes lacks aerobic (3 here will be - build - lactic acid which needs to be broken down by the liver.

Respiration Aerobic respiration is the energy transfer through oxygen and glucose to get carbon dioxide as a waste product. During exercise the energy transfer speeds up as you need more energy to exercise and there is a high demand for glucose and oxygen increasing the rate of aerobic respiration.

Blood carries the reactants and products of respiration. The plasma carries the red blood cells through the body transporting oxygen which is then diffused into the cell and then carries the carbon dioxide away from the cells during exercise and to the lungs. During exercise this process speeds up. Since there is a high demand for ~~oxygen~~ ^{oxygen} more oxygen is transported to the cells and more ~~carbon dioxide~~ ^{carbon dioxide} is transported to the lungs.



Heart rate increases to provide more oxygen and glucose the rate of breathing increases to get rid of carbon dioxide.

Exercise affects heart as the heart pumps blood around the body. The blood carries oxygen and glucose to cells and brings carbon dioxide to the lungs to be breathed out. Glucose and oxygen is transferred into the cells and carbon dioxide is removed. Energy is given to the cells in the reaction allowing exercise to happen. More energy is needed as exercise is the heart pumps blood around the body quicker to allow more energy to get to the cells quicker.

Metabolism

S Kapoor



Geography—M Howes

Below are some examples of the type of revision lessons I have structured for Key Stage 3 based on research to some of the most effective revision strategies.

It includes:

1. Mind dump, relating to 5 key words
2. Creating a quiz based on what students think the most important information is.
3. Explaining why statements are false
4. A PiXL strategy that encourages students to make conceptual links between all of the knowledge from the separate lessons within the topic.

Previously, I focused on knowledge organisers, however I realised these did not often require students to deeply think about the information that they were revising. These have impacted students by ensuring revision is structured, meaningful and requires students to think hard.

5 a day – how do these key words relate to the topic?

- Alfred Wegner
- Primary and Secondary Effects
- Immediate Responses
- Wealth
- Protection

Task 1 : Quiz

- Your task is to create at least quiz of 10 questions (these need to be like my 5 a day and be short answers)
- Leave a gap below each one for it to be answered
- Challenge – create questions that link knowledge together (e.g. how do immediate responses help to protect a country?)

Why False?

1. Alfred Wegner had no evidence to support his argument
2. A constructive plate margin is when plates are moving towards each other
3. A conservative plate margin is when plates are moving away from each other
4. A primary effect of Haiti's earthquake was the damage to the economy
5. A secondary effect of Haiti's earthquake was the immediate deaths caused
6. An immediate response to a natural hazard is future plans to protect the country
7. The wealth of a country will have no impact on the damage caused by a natural hazard
8. The wealth of a country is the only characteristic that will have an impact

Humanities—J Burton

In Humanities we have been using multiple choice questions and true / false statements to assess progress and aid recall. The use of multiple choice means students have to think carefully to work out the correct answer. We self-assess thee so that students get instant feedback and we can see how many students are getting the answer correct. For the true / false statements we also extent the learning by asking them to explain why a statement is false and / or ask them how they could change it to make it true.

J Burton

Multiple Choice – write down the correct term

1. Actions thought out in advance to enable communities to respond to natural disasters through measures such as emergency evacuation plans.

Planning Short Term Response Prediction Management Strategy

2. Techniques of controlling, responding to, or dealing with an event.

Monitoring **Management Strategy** Short Term Response Protection

3. Attempts to forecast when and where a natural hazard will strike based on current knowledge.

Protection Mitigation **Planning** Prediction

4. Actions taken before a hazard strikes to reduce its impact, such as educating people.

Planning Prediction **Protection** Monitoring

Why False?

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7. The wealth of a country will have no impact on the damage caused by a natural hazard
8. The wealth of a country is the only characteristic that will have an impact on the damage caused

True or False?

1. Deforestation is the planting of trees
2. The amazon is being deforested to build settlements, new roads, and for farm land.
3. A slum is a legal settlement found on the edge of cities.
4. The coca plant is grown in 3 countries- Columbia, Peru and Bolivia
5. Urban areas are countryside's and villages.
6. Knife crime is declining in the UK
7. Brazil is located in North America
8. Tourism decreased in Brazil because of the world cup and Olympic games.



History— V Ivanov

One big problem we face in GCSE History is how we build knowledge and understanding, how we make links between different topics and fields. Students tend to compartmentalise information, thinking it is only useful in a certain context. This type of memorisation is fleeting at best and develops limited understanding. However there is a lot of overlap between old and new knowledge and knowledge gained in other subjects. The below attempt to make links, retrieve old knowledge and make students think about something they've learnt from a different perspective. This is all in the experimental phase at the moment. The goal is once the trials are done we can map out the overlap of knowledge in the Humanities curriculum and build different types of activities in lessons to aid in revision and the development of critical thinking skills.

Knowledge: Outline what a Medieval doctor knew, including natural, supernatural, Hippocratic and Galenic ideas.

Understanding: Explain what training Medieval doctors received.

Skill: Examine the medical options for a poor or rich person in the Medieval period.



Last Lesson

What is uroscopy?

Last Week

What kind of treatments did medieval doctors prescribe?

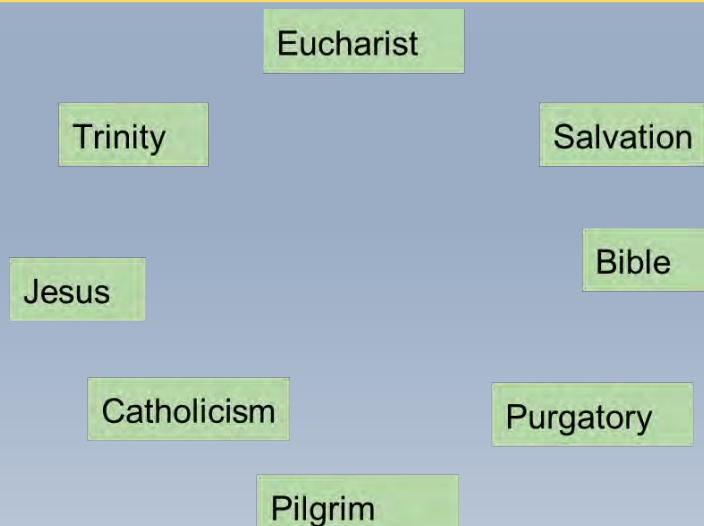
Last Term

How did Hippocrates explain illness?

CHALLENGE

How were Egyptian and Greek doctors trained? Do you think this would be similar in the middle ages? Why?

Task: Create links between the following keywords. Think with your RE HATS!



How far did religion change under Edward VI?

Key words

Somerset
Protestant
Puritan
Cranmer
Martin Luther
Reformer
Reformation

Sort the following into Catholic and Protestant

The Pope is the supreme head of the Church.	Priests should only speak in Latin. They are forbidden to get married as they are married to the church. They can only be tried under church law.	Peoples sins can only be forgiven by God.
The believe that the Eucharist was a literal transformation into the blood and body of Jesus (Transubstantiation)	They believe in the seven sacraments: The Eucharist Baptism Holy Orders Confirmation Marriage Confession Unction	They believe that wine and bread only represent the blood and body of Jesus. (Consubstantiation)
Peoples sins can be forgiven through confession, prayer and payment of money to the church.	Priests should wear plain clothes and speak in English. They can get married and will be punished if they break the law.	Bibles should be in English to allow all people to read them.
The Bible should be in Latin, meaning that not all can read it. This retains the hierarchy of the church meaning that only priests and bishops can read them to the laity.	Churchs were to be elaborately decorated to show God's glory and greatness.	Churchs were to remain plain to avoid idol worship.
Predestination was the belief that from birth God had decided if you were going to go to heaven or not. No amount of works would change that. There is no purgatory.	Faith and good works was the belief that you should be good in life to ensure you can get to heaven and avoid time in purgatory.	Through the use of indulgences, you could shorten your time in purgatory.

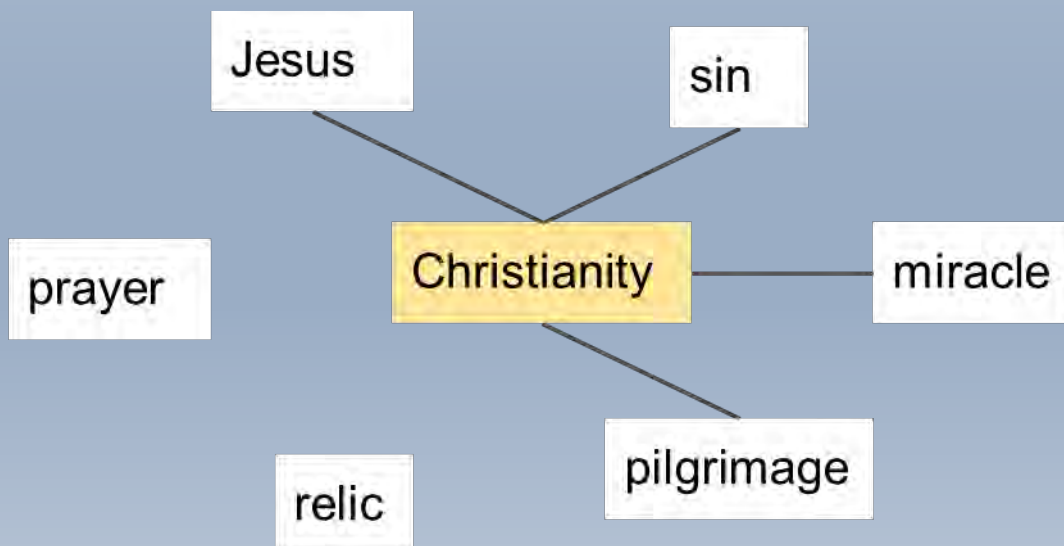
CHALLENGE: Why was Protestantism able to take root amongst the common folk?



THINK with your RE hat!

Task: Copy the spider diagram in your book.

- Make connections/ links between Christianity and the key words around it.
- Use your knowledge from RE to do this.
- Make as many connections as you can. Min 5.





FINHAM PARK
SCHOOL

Echo Eternal Project



Echo Eternal is a commemorative arts, media and civic engagement project, that has seen schools gifted one of the 112 UK Holocaust survivor's stories filmed by Natasha Kaplinsky for the UK Holocaust Memorial Foundation. Launched in Birmingham on Holocaust Memorial Day January 2018, 14 schools have worked with artists to create 'echoes' to ensure that these stories are forever remembered. Echo Eternal will run for a further 2 years across the West Midlands before being launched in London Schools in 2021 ahead of the new national Holocaust memorial being built in the gardens of parliament.

Six schools in Coventry joined the Echo Eternal Program in February 2019. Finham Park School have pledged and committed to the Echo Eternal project 2019/2020 and beyond. We are the second West Midlands city to participate nationally in this project. Finham Park School has been gifted the Holocaust survivor testimony of Ruth David.

Up to 85 students have been engaged in this project to date. In the Summer term 2019 thirty Finham Park School students from different age ranges selected from year 8 to year 12 worked with Sprung Artist Emily Robertson over 4 artist residency days that took place in May 2019. They created a piece of physical theatre titled 'Life Lines' this composition was created and developed in direct response to Ruth David's testimony and linked case studies. The working group performed the choreographed composition in front of a live audience in our theatre on the 21st of May. Then the group worked with a recording crew to create a film at Finham Park school inspired by elements of the performance work our students created with performance artist Emily Robertson.



In July 2019 nine students attended a film sharing at Barrs Hill school Coventry and listened to a 1 hour and 30 minute live testimony delivered by Holocaust survivor Harry Olmer.

CORE Education Trust project leader Cathy O'Driscoll invited three of our students from Finham Park School to attend two Rwanda workshops on 05th and the 19th of September 2019.

Isla Atkins, Iga Jasinska and Mia McCann were selected to attend the Rwanda workshops with Mr. Carribine and Mr. Radford. They were selected due to the quality of their work and contributions to the Echo Eternal project to date this year. Each of the girls were extremely well prepared for the workshops as they have all studied the Holocaust and the Rwandan Genocide through the curriculum areas of History and Religious Education at Finham Park School. They attended after school sessions to study and prepare for the workshops by reading profiles of three Rwanda survivors.

All three girls have shown great sensibility over the duration of the Echo Eternal project to date and they have shared insightful commentaries when dealing with very difficult and challenging subject matter. As a result of their mature and highly respectful approach Iga, Isla and Mia were selected from 35 students who have been involved in the program at a deeper level.

All three girls attended and engaged in a workshop with Natasha Kaplinsky at the Saatchi M&C building in London where they learned from Natasha Kaplinsky journalist, presenter and news reader how write organise and pose questions for survivors of genocide to answer.

Iga, Isla and Mia attended a day of interviews in a scheduled recording session in a designated recording studio in Camden town, London. The workshop was titled 'The shoot Day' A film crew recorded the testimonies of three Rwandan Genocide survivors Eric, Chantal and Beatha.



Natasha Kaplinsky working with Eric during the recording of his testimony

Mia McCann year 11, Iga Jasinska year 11 and Isla Atkins year 9 worked with Natasha Kaplinsky to develop and construct over 40 questions during workshop one.

Isla had the honour of asking a question directly to Eric and Natasha Kaplinsky during the live recorded testimony. Eric received Isla's question with the upmost respect in his response and answer and during the recording session. Mia, Isla and Iga had the opportunity to speak with each survivor in more informal circumstances on film after the recording of each testimony.



Islam Iga and Mia talking to Eric after the filming session.

Richard Carribine and Mr. D Radford accompanied the three Finham Park School girls to the studios in London. Listening to the detail of the survivor's accounts, experiences and memories of 1994 was as the girls stated life changing and one of the most valuable experiences they have ever had.

Echo Eternal performance based – Ensemble workshops November 2019 to January 2020.

Elise Harris, Elahee Bains, Leanne El Arabi Burrus, Isla Atkins, Catlin Herd and Bethan White are involved in working with 17 other students from 4 different Coventry schools. They are collaborating as a group of Coventry students with Highly Sprung performance company to create works that respond directly to the echo eternal survivor testimonies. They have attended 3 workshop sessions and are attending a further 4 after school rehearsals on Wednesday evenings up to the end of January 2020. This group of students from Finham Park School will participate in January's scheduled Horizons performance evening at Birmingham Town Hall. They will attend two full days of rehearsal in Birmingham late in January 2020 and they will perform their outcomes in the Birmingham Town Hall to a live audience on the evening of Tuesday 28th January 2020.

Echo Eternal – Writer in residence workshops: November 2019.

Finham Park School was selected to host the Echo Eternal writer in residence for the spoken word part of the Birmingham Town Hall based performance. 15 of our students have worked with writer Mandy Ross to create our spoken compositions spoken word piece. This section of the performance/ story is titled **Stand Together**.



The 15 participating Finham Park school students were taken from a selection of History and R.E. student Ambassadors, Art leaders and members of the echo eternal student group. The workshops took place over two morning sessions from 9 A.M. to 12 P.M. on Tuesday 26th and Wednesday 27th November. All participating students engaged in difficult subject matter in direct response to the Holocaust and Genocide. The writer in residence was so impressed by the students and their level of sensitivity in direct response.



Quote from writer in residence Mandy Ross related to her work as writer in residence at Finham Park School Mandy Ross – ‘I was really delighted with the participation and ideas from Finham students, and with the quality of work they produced. It was great having a mix of ages and different levels of knowledge about

the Holocaust and genocides more widely.

.....attaching a 2-minute rhythmic piece for spoken performance, made entirely from students’ own ideas and writing. We started with some experiential work exploring how it feels to be part of a minority or majority group, and to be treated differently. This formed the basis of the writing.

The students’ words are rich, layered and heartfelt, and would be good for reflection. If it’s possible, I hope they can be printed in a programme or leaflet, so that the audience can re-read them, contributing to a lasting legacy from the event’.

Exert from the poem our students created with Writer in residence Mandy Ross.

[Refrain]

We don't always see eye to eye,
But standing together,
Shoulder to shoulder,
Your hand in mine,
My heart in yours,
Together we're different
In so many beautiful ways.

Echo Eternal Art workshops: Tuesday 26th and Wednesday 27th November 2019.

Finham Park School have been invited to create visual art works in response to Ruth David's Holocaust survivor testimony and story for the Echo Eternal project. Up to 40 students designed and created a set of three large art works in the form of canvas paintings.

Six Coventry schools are working together to create a number of creative and artistic outcomes for the Echo Eternal project. The art works we produced have been submitted to be exhibited and will be displayed at Coventry Cathedral in January 2020 as part of a collaborative show of work in response to Holocaust survivors' stories. I am working with Nicola Richardson and Sarah Worth Echo Eternal artistic and performance directors. They will be curating the Coventry Cathedral based show and they will be organising the exhibition of all creative work outcomes.



The paintings were based on the overarching theme of Hope and Darkness into Light. Themes and key concepts have been designed to complement related performances and activities that will be presented during January's festival in order to take its audience on the same journey. Interpretations will be produced in very different media. The artworks our students produced are a continuation of the groups learning and feelings from all the work done to date, inspired by our gifted testimony. See images from the art workshops and the 3 finished 2 metre x 1.4 metre canvas paintings our students produced over 2 days of workshops.



Our work continues as we are aiming to apply for Beacon school status through the Holocaust Memorial foundation. More than thirty Finham Park Students will be invited to attend and perform In the Birmingham Town Hall on the evening of 28th January 2020. Much of our work will be shown through the evening and in festival exhibitions leading up to this event.

Duncan Radford



FINHAM PARK
SCHOOL

Borough Markets Food Preparation and Nutrition

In October 2019 Mrs Devgun and Mrs Checklin from the Technology Department took their Year 9 and 10 GCSE Food Preparation & Nutrition students to London to visit the Borough Markets.

This was an excellent opportunity for this group to experience Street Food at its best. Students were able to view the wonderful and diverse array of dishes on sale, as well as having the opportunity to watch and sample many dishes, drinks and food products being freshly prepared by the vendors.



The day also included a visit to the Victoria & Albert Museum to view the Food 'Sustainability' exhibition. This proved very interesting and included some of the history of food production/distribution. For example, for

centuries perishable citrus fruits like oranges were only available locally.

The rise of railways and steamships transformed this and brought these fruits firstly to northern Europe and then beyond. Each orange would be wrapped individually in highly decorated tissue paper.

The growth of supermarkets and the technique of wax coating oranges and using fungicides led to the end of this wrapping technique.

In addition students were able to see how both animal and vegetable waste materials could be recycled and made into completely new products.

Students thoroughly enjoyed the day and many brought food gifts home from Borough Market for their families to sample – most of these products made it home with just a few getting accidentally eaten on the return journey!



Michelle Checklin



A level presentations

Lyng Hall A Level students took part in an A Level presentation to enhance their academic experience.

Three students, Nidhi, Rhia and Ravi presented their research in front of Ms Punni's Year 11 class, Ms Faulconbridge's Year 12 class, and a panel of experts:

Ms Faulconbridge, Ms Punni and Mr Robinson.



This process simulated a peer review that academic articles go through at university. As such it provided incredibly valuable feedback for my Sixth Formers, feedback that was both positive but also pushed forward their research. I was really impressed with Year 11 and 12 who were really attentive to each presentation –

there was not one feedback sheet that was not completely covered in notes. They managed to follow the argument really well and demonstrated outstanding critical thinking skills, a real credit to Ms Punni and Ms Falcounbridge!

Their feedback was collated and will be given to Y13 as part of their second draft feedback. At the same time I hope the experience gave Y11 a taste of what A-level is like and the kind of standards and expectations they must meet.



This was an experiment, based on the curriculum model of the IB programme, one which I definitely hope to repeat. IB students have to do a research piece on a subject they are passionate about, research and present their ideas in a school seminar before they can write it up. All of this forms part of their assessment, which puts stress not just on academic research but oracy skills as well. The idea is to develop students confidence and communication skills, which are an essential part of university life. In that respect I think we have created a successful fusion between the IB and A-level systems.

Finally I'm really happy to report that I submitted the students' presentations to the UK Parliament Week campaign, which ran in the past two weeks.

This is a Parliament sponsored programme to raise awareness and promote British values, debate and a greater understanding of how politics works. Their research, presentations and photos of the event will be published on a live map that showcases different projects across the country. So apart from being 20% of their grade, their work will have a wider impact and hopefully facilitate some interesting discussions about the nature of empire and crime and punishment in this country.

My many thanks to the teachers who gave up their valuable time to be part of this! It made a massive difference!



Ves Ivanov



FINHAM PARK
SCHOOL

Year 7 and 8 German

We have been working very hard to develop our German curriculum. We now have German classes in Years 7 and 8. We have created a new bespoke course to cover parallel topics to those covered in KS3 French and Spanish.



To enhance our current Year 8 topic of food, we took 32 students from our German classes to experience the Birmingham Frankfurt Christmas Market. The students had a chance to explore the stalls and to complete some activities to enhance their understanding of German language and culture.

Most students took advantage of the opportunity to taste some German foods such as Bratwurst, Pretzels and Schnitzel although the doughnuts, pancakes and sweets proved more popular. Some students also had a go at practising their German while shopping at the stalls. We were able to find out more about some of the German Christmas traditions whilst enjoying the atmosphere of the market.

Our Year 8 German class has also been “adopted” as part of Warwick University’s Adopt a Class scheme. Our “adoptive parent”, Fiona, is currently on a year abroad in Leipzig as part of her languages degree. She has been sending us a PowerPoint presentation every month to share her experiences of life in Germany that relate to our Year 8 curriculum. Students have enjoyed finding out about the city of Leipzig and more about German foods.



Jenny Staton

Krakow



In October some of our students were fortunate enough to visit Krakow, in Poland.

The trip was offered to our older students in Years 10, 11, 12 and 13. Students spent four days and three nights in and around the city of Krakow visiting commemorative sites from the Holocaust such as the Jewish Holocaust museum and Auschwitz-Birkenau.



One of the highlights of the trip was when students got the opportunity to listen to a Holocaust survivor speak about the atrocities that her family went through over the duration of the Second World War. This was a very moving experience and enabled our students to get the most from their visit to the Auschwitz concentration camp.



We also found time to enjoy the delights of the city! Students who went on the trip will be visiting Year 8 lessons after Christmas to tell them all about their experience.

Lucy Madden

students love Harry Potter. The school library has a wonderful display (*right*) and there is even a Harry Potter club.

It was no surprise that students, and staff, were delighted to visit Harry Potter Studios in London. From the photos below you can see how much they enjoyed immersing themselves in Harry Potter, but also learning more about behind the scenes including set and costume design.





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