

Finham Park Multi Academy Trust

World Class Education

March 2020

Edition 11



FINHAM PARK
MULTI ACADEMY TRUST

New Colleges Launched

Lyng Hall

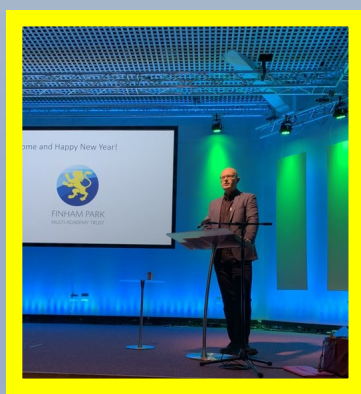


Guest Writer

Theresa O'Hara



FPMAT Training Day



Research on Reading



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.



Mark Bailie
Executive Headteacher

It was lovely to see everyone at the FPMAT Training Day in January. Thank you to all of you who led workshops or helped in the preparation and on the day. I'm already gathering ideas for our next day in 2021, so watch this space!

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.

This edition had been prepared just prior to the closure of schools.

Look out for the Fun Filled Family Pack which will be sent out shortly!

Bernadette Pettman
MAT School Improvement Leader





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FPMAT Training Day

Monday 6th January 2020 saw staff from across the Finham Park Multi Academy Trust come together for the annual January Training Day.

With just under 500 attendees, this year was our biggest yet, with the addition of Pearl Hyde Primary School who joined the FPMAT in September.

To open the day, Mark Bailie, Executive Headteacher, spoke of the current growth within Finham Park Multi Academy Trust and of future growth. He shared the FPMAT Values:

Kindness. Respect. Teamwork. Honesty. Integrity. Enjoyment.



Mark Bailie, Executive Headteacher, welcomes everyone to the FPMAT Training



The Headteacher panel gave an opportunity for Mark to pose some questions to the headteachers, enabling them to share information about their schools.



In total there were 48 workshop sessions running across the morning. They were diverse and were suitable for colleagues for both teaching and support staff.



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Harry Fletcher-Wood

We were delighted that Harry Fletcher-Wood, author of 'Responsive Teaching', gave up his time to work with Finham Park Multi Academy Trust.

Harry led two workshops which explored Responsive Teaching, in particular Responsive Feedback.

Colleagues who attended his workshops found them extremely interesting and useful for their own practice.



The focus was Responsive Feedback. Harry's work is built on research and explores the effectiveness and impact of feedback. The Education Endowment Foundation's research shows that Feedback for children aged 5—16 years old (when effective) has high impact for very low cost and can contribute to an 8 month gain in progress

Feedback

High impact for very low cost, based on moderate evidence.



+8

Metacognition and self-regulation

High impact for very low cost, based on extensive evidence.



+7

Reading comprehension strategies

High impact for very low cost, based on extensive evidence.



+6

Homework (Secondary)

Moderate impact for very low cost, based on limited evidence.



+5

Mastery learning

Moderate impact for very low cost, based on moderate evidence.



+5

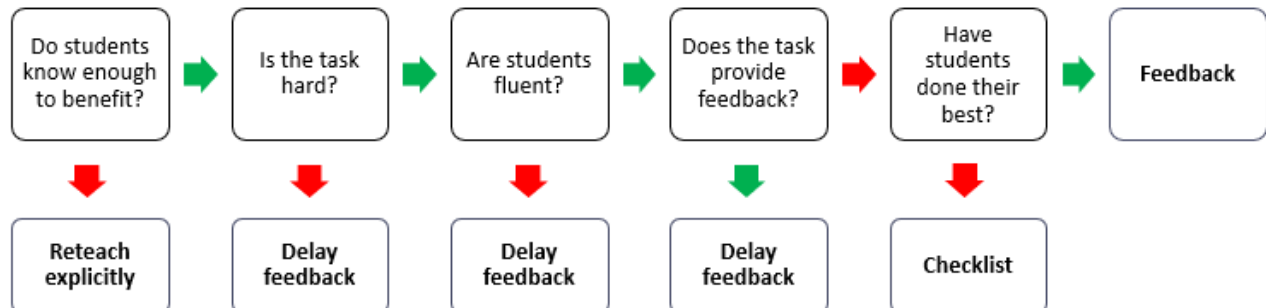
Collaborative learning

Moderate impact for very low cost, based on extensive evidence.

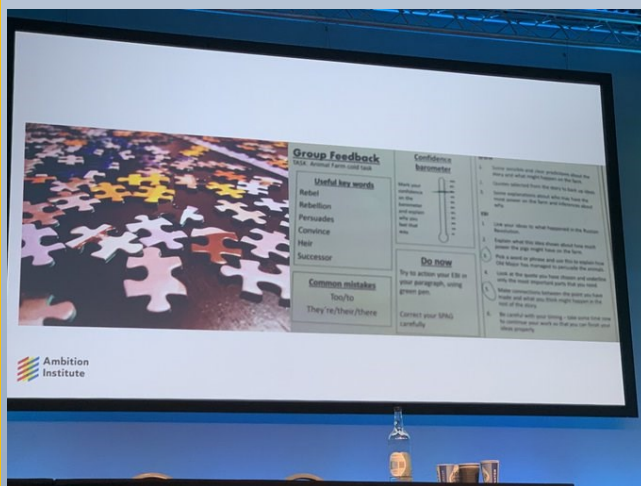


+5

Harry shared this useful flow chart which was a prompt to remind ourselves of when and how we give feedback. Giving feedback too early or too late is not effective.

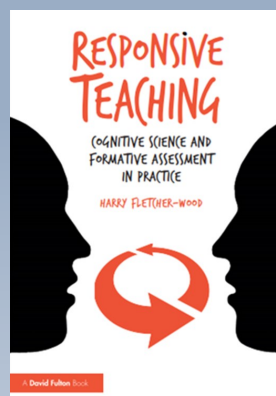


Harry reminded us: ***‘Information about the gap between actual and reference (desired) levels is considered as feedback only when it is used to alter the gap’ Sadler, 1989***



Amongst the examples Harry shared, was one from FPMAT’s very own Hetty Frampton, at Finham Park 2. Harry had spent the day with us in December and had been so impressed with the feedback Hetty was providing that he has incorporated it into his presentation! Well done Hetty!

You can find out more:
improvingteaching.co.uk
 @hfletcherwood





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Perry McCarthy

The Original Stig

The keynote speaker is hotly anticipated each year. Whilst there were opportunities for people to hear from teaching and learning experts at various points in the day, which is obviously a very important part of our roles within education, the purpose of the day was also to reflect and think about the journey we and others have been on as individuals and how we can draw on our experiences to move forward.



Very few of us could probably say that the journey to our current job role has been without any bumps along the way. In fact many of us, including myself, have probably changed direction at different points. Sometimes these changes are through our own choices but in some cases they are forced upon us, sometimes without warning.

We try to instil resilience in children and no doubt will have to draw on our own resilience at least once in our professional and / or personal life. With this in mind, we wanted a keynote speaker who could talk from personal experience about their career and life, celebrating achievements and also demonstrating resilience.

As you can probably tell from my analogy above to the journey of life, there is a connection to this year's keynote speaker: Perry McCarthy, The Original Stig.

Perry's bio is very interesting. A boy from Stepney, East London, Perry funded his early career by working on the North Sea oil rigs. He progressed

in motor sport and his international sports car racing career includes: Formula 3, F3000; Footwork Formula One team; Formula One Andrea Moda team; testing for Williams and Bennetton; Le Mans; and the original secret racing driver, The Stig, for BBC's Top Gear.

Perry shared his journey with us and spoke honestly and candidly about his career. It was really interesting to hear about the risks Perry had taken, not just on the track but financially and emotionally.



For those of us who are slightly older, some of the footage and photos Perry shared brought back memories of highlights and legends from the world of motor racing. It was interesting to learn the precision, relentless practise and commitment demanded by motor sport. Those are not dissimilar to education where we encourage children to refine skills; practice and apply their learning; and show a sense of commitment and determination.



One thing which came across clearly was Perry's determination, not just on the track but in life. Threaded through this was humour. The positive feedback from the audience concluded that regardless of previous knowledge or interest in motor racing, Perry was a popular choice as keynote speaker.



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It was lovely to see colleagues from schools across the Finham Park Multi Academy Trust working together to lead presentations and workshops.

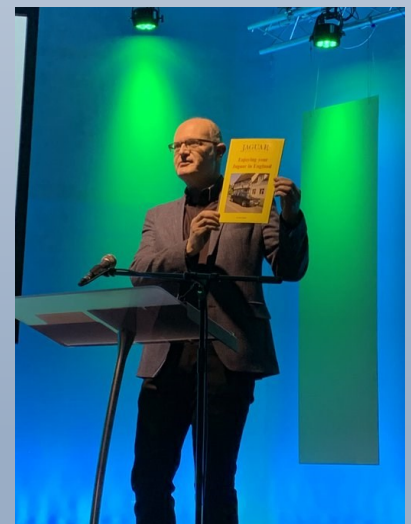


Some examples include the Responsive Planning 'Dream Team' with colleagues from Finham Park School (FPS) and Finham Park 2 (FP2); and the Finham Park MAT Book Swap led by Paul Bates (FPS) and Jo Kerr (FP2).



The FPMAT Book Swap was new for 2020. Colleagues were encouraged to bring a book they had read and were happy to donate for someone new to read. Mark Bailie's contribution of 'Enjoying your Jaguar in England' was a popular choice and was quickly snapped up.

Thank you to everyone who donated books, and a special thank you to Paul Bates and Jo Kerr who organised this. They are looking to provide more opportunities for future book swaps and a possible FPMAT Book Club—look out for future details.



There were also sessions led by FPMAT central team: Rachel Canning, Excel workshops, and Laura Slaymaker 'The Secret to work life balance'.



A man with glasses and a scarf, smiling and holding a purple travel mug that says "Time to be nice". He is standing in a modern office hallway with other people in the background.

A special thank you to Twinkl who donated travel mugs for all attendees, and to Frog Education who donated prizes for the Finham Park MAT Challenge.





EEF Blog: Reading aloud with your class

Taken from the EEF website.

By EEF Senior Associate Megan Dixon



The Education Endowment Foundation conducts a series of research. The EEF's Teacher Choice trials are a new type of trial testing the everyday choices teachers make when planning their lessons and supporting their students. To do that successfully, we want to test choices that reflect a careful balance between teacher voice and voices from research.

In most primary schools, the teacher will read aloud to their children regularly. When we asked *how* teachers read aloud, we discovered that, in some classes, teachers read the text aloud, without pausing, aiming to immerse the class in the story. In other classes, teachers will pause regularly and ask questions designed to prompt the children to think about what they are hearing.

Many of the teachers who responded to the EEF survey suggested they believed reading aloud is a communal, social, enjoyable act that serves to unite the class as a community. In addition, many suggested they felt reading aloud and asking questions helped children improve their own reading comprehension skills.

Research Voice

The 'Simple View of Reading', proposed by psychologists Philip Gough and William Turner (1986), defines reading comprehension as the outcome of an interaction between word reading (decoding) and spoken language comprehension. The act of reading aloud to the class from a challenging text may support the development of the children's spoken language comprehension and therefore contribute to their reading comprehension skills.

Using this 'Simple View of Reading' as a starting point, Kate Cain and Jane Oakhill (2012) investigated what predicted both reading and comprehension and word reading accuracy in readers between Year 3 and Year 6.

They found that vocabulary knowledge and verbal reasoning made significant, unique contributions to the prediction of comprehension ability in both Year 3 and Year 6. Three comprehension components—inference, comprehension monitoring and knowledge and use of story structure—emerged as distinct predictors of reading comprehension in Year 6. In contrast, early measures of word reading accuracy and phonemic awareness predicted the children's performance only in Year 3.

Cain and Oakhill concluded that the development of word reading skills is time-limited and typically secured within the first few years of teaching. Vocabulary knowledge, verbal reasoning, inference, comprehension monitoring, and knowledge and understanding of story structure were important skills to keep developing.

These findings have been echoed by other researchers. Teaching reading comprehension strategies is included in the EEF Toolkit. We know that the teaching of those reading strategies, in small groups, as a targeted intervention in upper Key Stage 2 helps. Reading aloud, and helping children develop these skills by asking questions, may be a useful approach to developing reading comprehension skills.

Reading acquisition as a social and cultural act

Sociology provides another angle on the teaching of reading. Reading can be perceived as the interaction between the reader, the text and the writer, and the social and cultural perspectives they explore: the act of deriving meaning from the communicative acts of others. By being exposed to a wide range of literature, children develop a depth of knowledge that supports them to comprehend and the motivation to read widely themselves.



EEF Blog: Reading aloud with your class

Taken from the EEF website.

By EEF Senior Associate Megan Dixon

Cont'd



Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin *et al* (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classroom, developing a love of reading and the motivation to do so—building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor for long-term academic success.

But these studies are correlational. They point to relationships between activities in the classroom and the children's attainment, but don't tell us if the children who are higher attaining chose to read more, or whether reading more leads to higher attainment. Maybe letting children immerse themselves in a story for pleasure, motivation, and enjoyment may lead to improved reading comprehension skills.

It appears there is no consensus over whether one way of reading aloud to a whole class is more effective for ensuring children comprehend the text they are listening to. We hope The Story Time Trial will help us to understand a little more.

Regardless of its results, it is important to remember that sharing a text aloud with a class will always be just one part of the smorgasbord of teaching opportunities there are in a classroom. As our teacher survey showed, the sheer delight in sharing wonderful texts with students must not be undervalued. We are in the business of educating children in the broadest sense and reading together can create a powerful sense of being in the moment—surely an active ingredient in the education of every child!

<https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say/>

References

Gough, P. and Tunmer, W. 1986. [Decoding, reading, and reading disability](#). Remedial and Special Education, 7, 6–10.

Oakhill, J., & Cain, K. (2012). [The precursors of reading ability in young readers: evidence from a four-year longitudinal study](#). Scientific Studies of Reading, 16(2), 91-121. <https://doi.org/10.1080/10888438.2010.529219>

Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, Kimberly. (2014). Building Communities of Engaged Readers: Reading for pleasure.

Jerrim, J. and Moss, G. (2018). The link between fiction and teenagers' reading skills: International evidence from the OECD PISA study. British Educational Research Journal. 45. 10.1002/berj.3498.

I subscribe to the Education Endowment Foundation and when I read this blog by Megan Dixon, it resonated with the me. When visiting and working with schools in the FPMAT I see the wonderful reading experiences children have at both Pearl Hyde and Finham Primary. That isn't to say that reading development and reading for pleasure stops at primary—I know that colleagues across the Finham Park MAT secondary schools all offer a breadth of reading experiences for students, both in terms of developing reading skills as well as cultural experiences.

The secondary schools in FPMAT incorporate Accelerated Reading in their drive for developing readers. They have certainly seen an increase in reading skills, such as comprehension. However, reading isn't limited to the library or English lesson, it happens everywhere! There are more articles and research papers available on the site above which you may find interesting.

Bernadette Pettman

Year 5 at Finham Primary visit Plas Dol-y-Moch



Outdoor education can stimulate and inspire, foster independence, promote personal and social development, and can often motivate reluctant learners.

At Plas Dol-y-Moch children receive high quality education through the medium of the outdoors in a residential setting. Children and young people deserve the opportunity to experience the outdoor environment as an integral part of their learning and development, complementing learning in the classroom. Living and working in a small residential community helps young people to develop our shared values.

Plas Dol-y-Moch is fun but definitely not a holiday. It is a rich and varied learning experience providing the opportunity to bring learning alive and imbue it with real meaning whilst enabling students and visiting staff to exercise all their 'learning muscles'.





By Carrie Lomax



Guest Writer Theresa O'Hara



We have had an exciting start to our term at Pearl Hyde. The 'Pantomime in a Day' Theatre Company performed 'The Wizard of Oz' at the end of our first week back after Christmas, which served as a springboard into our writing.

**FAMILY FUN AFTERNOON
AT PEARL HYDE!**
Please join us for Boccia, Table
Tennis and many more activities
on
Monday 13th January
2-3.30pm.



In our second week of term, in conjunction with Howes Primary School, we held a 'Pearl Hyde Community Festival' as a celebration event for Coventry Young Ambassadors, which was very well attended and a great success. There were a range of sporting activities on offer including rowing, table tennis, Boccia and throwing activities.

We involved the whole community in the event by inviting everyone to:

- Wear their PE kits to school on 14th January and challenged to do up to 500 steps in their lunch break
- Wear trainers to school on 15th January
- Teachers to use active maths, more than usual, throughout the week



In the third week of term we celebrated Chinese New Year, inviting members of the wider community to join us for a whole school parade, complete with the 'Dragon Dance' performed on the school playground by Year 6 students.

All the children make a variety of Chinese New Year creations to carry with them in the parade and musicians set the beat for the dance with good timing and musicality.



As our school community is very diverse, we have various faith / world celebrations throughout the year.



So far this year we have celebrated:

- ♦ Harvest Festival, with donations made to the Coventry Food Bank.
- ♦ Diwali, with a firework display and shared table provided by the community
- ♦ Remembrance Day

Our next event will be Holi, where colour will rule!



On a personal level, I received a pin badge through the post as a thank you for donating 50 pints of blood.



I've just made my
50th donation.
Visit blood.co.uk



My donations have made a difference to people in many parts of the UK, including Cardiff, Birmingham Children's Hospital, Harrogate, Isle of Man, Edinburgh, Guernsey and the Isle of Wight.

It confirmed for me just how important it is to notice and reward, in a number of ways, our young people for what they do and what they achieve. I felt so proud of my achievement and to be recognised for it in this way was truly special.

Theresa O'Hara
Headteacher, Pearl Hyde Primary School





New Colleges Launched

At the start of 2020, Lyng Hall School opened a new chapter by launching its own college system.

As the school's logo is a Phoenix, it seemed most suitable that the four colleges should also be named after mythical creatures:

Centaur

Dragon

Griffin

Pegasus



All students and staff have been assigned to one college and the system aims to promote community spirit through healthy competition. The colleges are as inclusive as possible, with all parts of school life taken into consideration and a very specific remit of championing the positive. All staff and students have been issued with a college badge and they are being worn with great pride.

As well as a Director of Colleges, there are also four College Co-ordinators who work to champion their particular college and celebrate positive achievements.



The colleges have been tied into the existing classroom behaviour system with bonus points awarded for good attendance, punctuality and extracurricular participation. The school's tutor groups vary in size so all points are reported as 'points per pupil' and these points come together to create a college championship.

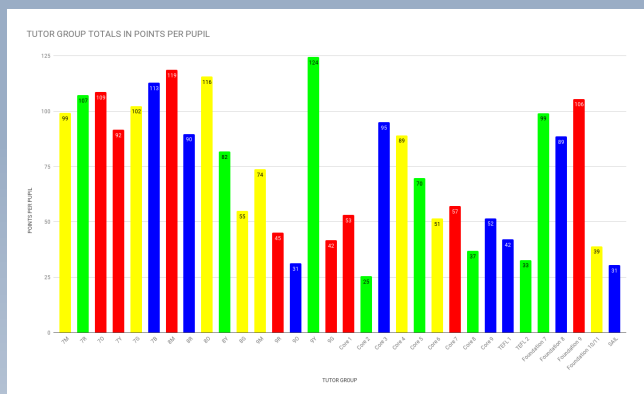
There is also a Student Leadership Team, with an independent President and Vice President, and a leader for each of the colleges. These students take a lead role in the well established student college and also meet regularly with the staff college leadership team to ensure that pupil voice has a genuine impact on the system.

Our students have a great desire to have an eco-friendly message and are already working on a recycling project that will create new sculptures and enhance the school's green spaces. These initiatives will help to enhance the school's current journey towards an Artsmark Award.

In the short term there are competitions planned in debating and music, with many more planned for the future. The first college celebration assemblies will take place at the end of this term.

The colleges have their own Twitter and Instagram feeds for the latest news and achievements:

@lynghallcollege



By Daniel Sanford-Casey

This summer will be Finham Park 2's first set of Year 11 results and everyone is busy working with the students to ensure that they are fully prepared and able to do their very best in all subjects.

Our Year 11 strategy focuses on a range of support, guidance and intervention and has high quality lessons and learning at its core.

Staff have explored what effective lessons and OOSHLs (Out Of School Hours Learning) should look like through our meetings and CPD, and are striving to make sure there are no wasted opportunities, as every lesson is precious.

#WeHeartC20 (We Love our Class of 2020) demonstrates Finham Park 2's ethos of care and great relationships between students, staff and parents.

A few of the strategies we are currently using include:

- All year 11 attend subject OOSHLs Tuesday, Wednesday and Thursday each week. The programme is based on which subject staff feel students need to attend. It is reviewed each half term so students get the opportunity to go to different subjects each half term. There are specific OOSHLs for NEA support groups; Grade 7-9 classes and specific subject sessions. For example, the required practical in Science. Students are rewarded with praise points towards their Prom invitation and we collectively track the hours that students attend. Year 11 have collectively banked over 3500+ hours of extra study which definitely has the potential to make a difference to their results.

- Year 11 Mentor Groups. At the start of the Spring Term we created Year 11 Mentor Groups (FP2 has vertical mentoring) and devised a specific programme during Mentor Time that will support students with revision and mental health in the run up to exams, as well as create an opportunity for us to celebrate our amazing students more often
- Elevate 18 mentoring—18 selected PP students have staff mentors that meet with them regularly and can work 1 to 1 to make sure that students receive the personalised support they need. From helping with revision organisation, identifying barriers to learning or working with them on specific subjects.
- Action+ mentoring—Selected Action students (students identified as Action on the PiXL Horsforth Grid at the start of Year 11) also have staff mentors working with them regularly in the run up to mocks and the real examinations in the summer.
- Use of PiXL Maths App (all PiXL Apps are available to Year 11 to use) in lessons and for homework. Following assessments students can upload their results and get targeted questions to help them focus on the areas they need to improve. We are very proud to be 11th out of 100 in the country for our use of the PiXL Maths App.

STAGE 3b - View subject specific scoreboard rankings

Below are tables including the number of engagement points (each student account was created, scored by students for specific apps)

Ranking	School	Engagement score
1	Chelmsley High School for Girls (SL9 9EJ)	172368
2	Widland Park Academy (D17E 9GZ)	167160
3	Hindlingcliffe School (WF21 3QW)	160760
4	The Roseville School (DN11 8L7)	140208
5	Playston High School (DN12 8P5)	133168
6	St Joseph's Catholic & Anglican High School (W11 1J7)	129600
7	Countess of Leinster Community College (L48 3P6)	120736
8	Chesham High School (L20 9J9)	120144
9	St Michael's Catholic School (NP23 1PW)	116184
10	Orkney Academy (G68 8N2)	116032
11	Horsforth Park 2 (LS15 9ET)	114112

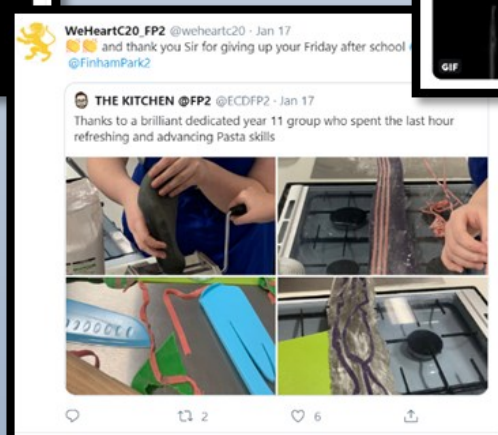
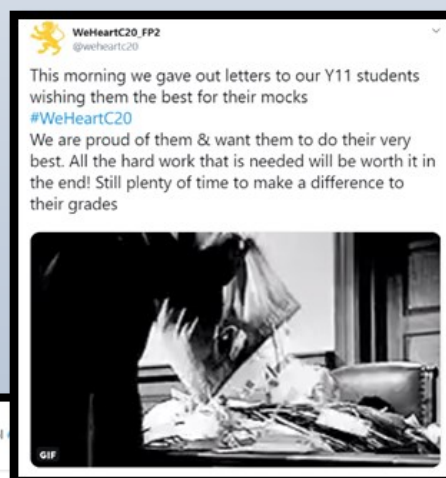
- PiXL Build Up. 20 selected students have access to a range of software that supports revision of subjects, including Maths Whizz, Tassomai, My-On and GCSE Pod. They use these during mentor time, intervention lessons in school and for homework.
- PiXL Build Up resources are also being used in mentor time which focuses on motivation and aspiration for all students regardless of what they want to go on to after their GCSEs.
- For students who have joined us since the start, there are various interventions including 'Book in a day' for students in English
- Raising Standards meetings take place each week with the Raising Standards Leaders, other members of the Leadership Team, Subject Leaders from English, Maths and Science and our SENDCO, to look at key students and review the support that is being given.
- Fortnightly celebrations this term and next include Praise breakfasts, Praise postcards, Hot Chocolate Fridays, Assemblies and more...
- Good luck letters—on Friday 31st January each of our Year 11 students received a good luck letter from a member of staff. All staff were asked to contribute if they could and so letters came from staff across the school, including associate staff as well as teachers. This reminded students that all staff care about them and want them to do well. We hope this was a positive boost before their February mocks.



This is a brief flavour of what we are doing. If you would like to know more, you can email Liz Allton AHT/RSL at Finham Park 2

l.allton@finhampark2.co.uk

You can also follow our twitter feed @WeheartC20 or the hashtag #weheartc20



By Liz Allton



FINHAM PARK
SCHOOL

ROAR

Reflecting on Our Action Research

To ensure students know what success looks like and so experience mastery

Why did you choose this area of research ?

Social Sciences subjects like Law and Sociology are subjects in which students have no prior learning; also KS5 often think the same style of essay suits all subjects. It doesn't—different subject skills need to be compartmentalised.

What interested you?

Vested interest in improving results and when having to teach Law for the first time, seeing essays from the students' perspective—how would I construct them?

What questions does it raise?

- Transition from KS4 to KS5, especially for new subjects
- Need to compartmentalise essay skills and to make them as distinct as possible so that students understand an English or History essay requires different skill sets
- Better use made of teacher made essay resources—if you're going to spend time doing a WAGOLL, then what are you going to get the students to do with it? What are the learning gains from the extra time you as a teacher have put in?

Research Idea

Aim: to gain better student progress through use of scaffolding and a wider use of WAGOLLS within KS5 essay based subjects (in which students have no prior experience)

Method: construction of resources to help plan / construct essays. This involves dissemination of sources and question styles and then the planning of techniques which embed the necessary ways of essay writing demanded in these subjects. Feedback and 1 to1 sessions tailored to embedding essay style structure, as much as gaps in knowledge. If you get the structure right and fill in the knowledge gaps later, this is better than having lots of knowledge but still being unable to construct a decent essay.

Evidence of impact: student progress and to more quickly embed distinct essay styles for each subject. Student voice has appreciated these techniques; progress check data showing movement to C/ B grades for a higher percentage of students; noted in lesson sampling feedback.

Conclusion: What does analysis of the evidence show? Certainly more Year 12 students seem to be picking up the core skills for essay writing than in previous years.

Future implications: Review, feedback and build

Examples are shown on the next pages.

By Dan Ratcliff

Essay mats for Sociology and 'equations' for Law:

Sociology Essay Mat – 20 & 30 markers



Introduction – show the examiner that you get what the question is about, and that there are differences of opinion...

Content Paragraph One – a theory / study / piece of research that helps answer the question

Content Paragraph Two – a theory / study / piece of research that helps answer the question

Content Paragraph Three – a theory / study / piece of research that helps answer the question

Content Paragraph Four – a theory / study / piece of research that helps answer the question

Content Paragraph Five – a theory / study / piece of research that helps answer the question

Content Paragraph Six – a theory / study / piece of research that helps answer the question

A formal **conclusion** where you show that you have considered all evidence, and that your knowledgeable response to the question is...

A01

I must:

- prove I know scholars, studies, pieces of research
- know key words that only a Sociology student would know

A02

I must:

- choose appropriate knowledge and link it back to the question, **everytime**
- refer to the **Item** at least 4 times, focusing on the words / phrases that the **Item** includes

A03

I must:

- weigh up** the research / studies. Consider whether they are:
- weak**, lacking evidence, and can be **criticised**
- outdated** and can be **criticised**
- can't be **generalisable**, and can be **criticised**
- seem **biased** towards one theory
- strong**, as lots of other research / studies **agree**
- strong**, as they do reflect the changes in our society

I must NOT:

- just list what I know
- ignore the question
- forget to evaluate. You are weighing up the evidence and trying to decide, one way or the other...

NEGLIGENCE

Is there a duty of care between claimant and defendant?

(Neighbour principle, Caparo test)

Has the duty of care been breached?

(compare actions to that of a reasonable/competent person)

Standards of the profession involved

Learner / experienced person

Risk factors of claimant

Appropriate precautions taken, or not?)

Has the damage been caused by the breach?

(‘but for’ rule; Factual causation)

Remoteness of defendant to damage

Foresight of damage

Res Ipsa Loquitur)

Defences

(CN, V)

OCCUPIER'S LIABILITY

(LAWFUL VISITORS OLA 1957)

Is the defendant in **control** of the premises?

Is the visitor lawfully on the premises?

(Invitee?

Licensee?

Contractual permission?

Statutory right of entry?)

Is the visitor a child?

Is the visitor a tradesman / independent contractor?

Are there **allurements** or foreseeable risk?

Defences

(CN, V, Warning Signs)

OCCUPIER'S LIABILITY

(UNLAWFUL VISITORS OLA 1984)

Is the defendant in control of the premises?

Is the visitor unlawfully on the premises?

Is the unlawful visitor a child?

Is there a foreseeable risk to visitors, lawful
or not?

(state of the premises)

Defences

(CN, V, Warning Signs)

The 6 Principles of Responsive Teaching in the Upper Phase

The 6 principles of Responsive Teaching in the Upper Phase

1. **Reteach** – they don't understand this. I need to reteach with different examples, maybe more TOL etc
2. **Revise** – they know more than they did about this but we need to go over it again because otherwise they aren't secure enough
3. **Redraft** – they can do this better. I need to model how to improve it, or part of it.
4. **Practice** – they can do this but the skill is not yet fluent
5. **Check** – I need more information before I am convinced they really have this securely
6. **Move** on to something new – the next part of your plan/resourcing

Notes

Presentation issues? Spelling a problem? VIPERS skill gap? Fluency not right? Do you need to change anything for the next lesson that isn't already in your planning? Had a sudden brainwave for a challenge question or a supporting resource? Put it in your notes then go make it happen/add it to your plan/resources for next lesson...

What is being responsive in the Upper Phase?

- Gathering feedback for the teacher, about the pupil/s
- Looking at pupils' work, either within the lesson or after it, and **responding to what you find out**
- Using this feedback to decide whether what/who/how you planned to teach next was a good idea
- Changing planning/resourcing

When and How?

Teach your lesson/sequence of lessons.
Reflect. Add things to this feedback matrix when something/someone has surprised you. You'll need to remember/share it. If things went as you expected, keep moving through your plans!

Sometimes a tick is enough. Sometimes write a name. Ask a question. Sometimes write who you need to send the group to work with etc...

Reading

LO/Topic	Date						
	Reteach	Revise	Redraft	Practise	Check	Move On	Notes
GDS							
EXS							
WTS							

LO/Topic	Date						
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EXS							
WTS							



THE LION
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that



CARES

Visit us:

www.thelionalliance.co.uk
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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.

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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.



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Apply through UCAS Online
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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!

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Teaching School Alliance
Finham Park School
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FINHAM PARK
SCHOOL

Coventry Inspiration Book Awards Quiz



Some of the students from across Coventry who took part.

Finham Park 2 students



Students from Finham Park School

Wednesday 22nd January saw the annual Coventry Inspiration Book Awards quiz, hosted this year by Finham Park 2—thank you to them for hosting.

The students have to read eight books across the group and answer questions based on these titles.

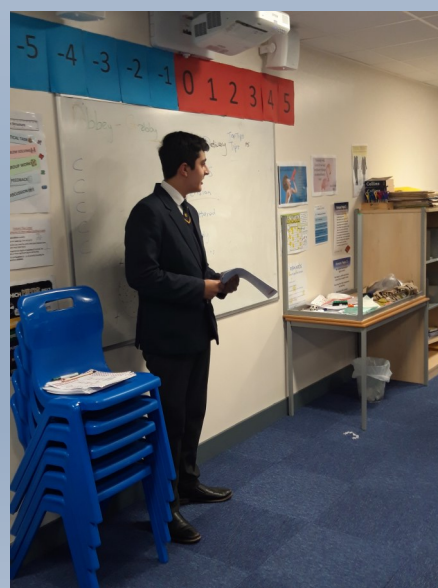
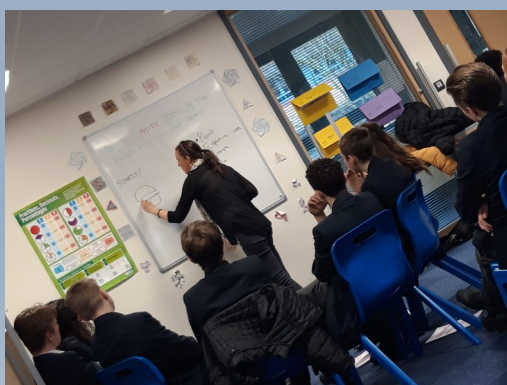
Unfortunately we could not maintain the giddy heights of last year's second place, but the students had a great time, winning some of the spot prizes. Well done to everyone who took part.

By Paul Bates

Some of our Year 10 students took part in the 'Speak Out!' workshop run by the Speakers' Trust, on Wednesday 25th January 2020.

25 students worked on their skills of confidence and public speaking and some will now go forward to participate in a regional competition, and then possibly a national competition.

Several students were really surprised by how much this boosted their confidence—they thought they'd never be able to speak in front of their peers!



By Ruth Kidman

Over the last few years we have been developing a Careers Week to open our children's eyes to the world around them.

We started this with a "Take Over Day" for Year 6 pupils. This year this has been developed to include every year group from Nursery to Year 6. As they go through the school they will then enhance their knowledge of the education system and how important this is to them as a learner.

Careers Week is an exciting opportunity to help raise children's aspirations and broaden their horizons by; finding out about jobs people do, bringing volunteers from the world of work into school, writing job applications and talking part in interviews.

Year 2 job application form.

Name: Jackie

Age: 6

Which job are you applying for? Book Monitor

Why do you want this job?

because I like books.

Why should we hire you?

because I am good at reading and writing.

Thank you for applying! Good luck! ☺

Year 2 job application form.

Name: Amy Nick

Age: 7

Which job are you applying for? Book Monitor

Why do you want this job?

I would like this job because I'm clever and sensible.

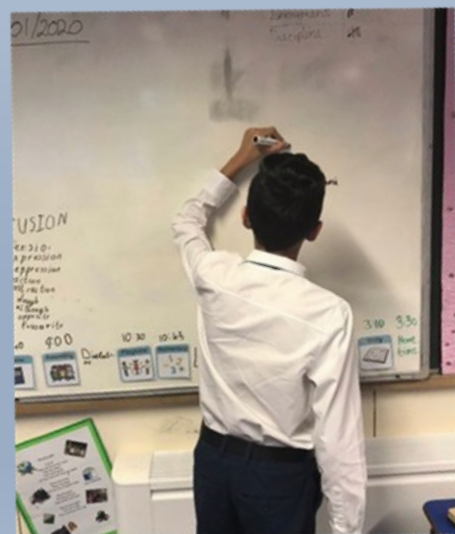
Why should we hire you?

Because I've got a good memory and I'm reliable also good at reading books.

Thank you for applying! Good luck! ☺

The week culminated with Year 6 taking over the school for the day. The children applied for jobs, were shortlisted and interviewed, given roles for the day then planned their itinerary in advance.

Our newly appointed Head, Deputy and Governing Body thoroughly briefed their team from site services, catering, business management, teaching and inspecting to ensure the day was a great success.

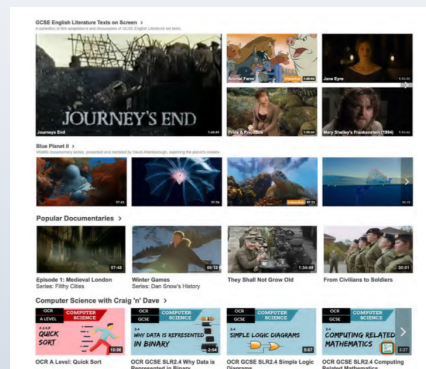


By Carrie Lomax



FINHAM PARK
MULTI ACADEMY TRUST

Lyng Hall and Finham Park School are both using ClickView either in lessons and / or as part of home learning.



What is ClickView?

ClickView empowers teachers and engages students with the world's best educational video content, in an innovative teaching and learning platform.

Educators can rapidly locate the best resources for their classes to introduce new topics, add depth or share with students.

We are trusted by over 3900 schools and colleges, to create deeper understanding through video.

World Class Digital Content

ClickView has over 2000 visually stunning, curriculum mapped videos, across a wide range of subjects, stages and exam boards e.g. Business Studies, English Literature, History, Science...to vocational subjects e.g. Engineering, Food and Hospitality, Tourism...and wider curriculum areas such as PHSE (including readiness for Sept 2020) and Careers (including supporting the Gatsby benchmarks).

"The breadth and depth of quality and repurposable video content gives our educators the freedom to deliver an inspiring curriculum, whilst pupils can explore further as part of their independent learning. Add to this, the ability to check for understanding and the opening up of curriculum to the whole school and its stakeholders, and you have a solution which perfectly compliments our schools teaching and learning strategies."

Gwyn Ap Harri, CEO, XP Schools Trust

Compare this to channels like YouTube, where the challenges span the time draining volumes of results, which have to be watched and reviewed to find the best relevancy, which may or may not be there tomorrow, may or may not be copyright cleared and then still be subject to adverts and recommendations without educational focus and worse.

“Time isn't wasted trying to find the ‘right’ video. ClickView’s TV standard content can’t be competed with. Kids demand this level of awesomeness!”

Mark Anderson, ICT Evangelist

Broadcast TV

The DfE procure an ‘ERA license’ for all state schools, enabling them to legally make use of broadcast TV. However, they provide no way of accessing content; save to manually record and play in school or take to the internet. Some schools even take to Netflix etc, falling outside of copyright terms and the ERA license.

ClickView is one of only 2 selected providers making broadcast TV available to schools, and the ONLY provider curating based upon subjects, and is further unique with the blending with original teaching and learning content.

ClickView makes available the last 28 days from 24 Freeview and 8 European satellite channels. Our content teams and UK teachers select and curate the most educationally relevant resources via the ‘ClickView Exchange’, a growing repository of over 20,000 videos. We also provide ‘BBC RES’, a collection of all BBC programmes screened since 2007; an archive of millions of titles.

- Teachers bring real world context and relevance to their lessons
- Search every word spoken; we search subtitles, then present back each reference and take teachers directly the appropriate point in the broadcast



FINHAM PARK
MULTI ACADEMY TRUST



Playlists and Subject Specifications

Teachers create and share playlists, combining video's from across ClickView (ClickView's content, TV, and a school's own video), into a targeted sequence to guide and scaffold learning.

We also produce exam board specific guides across multiple subjects:
"ClickView's exam specific revision guides using playlists of high quality content and TV, helps to engage learners both in and outside of school, which leads to better outcomes".

Paul Green, Headteacher, Lyng Hall School



Playlists and videos are enhanced when combined with formative assessment, e.g.

- Interventions and to reduce contact with teachers, but maximise learning
- Support catch up where learners have been absent or even temporarily home educated

Formative Assessment

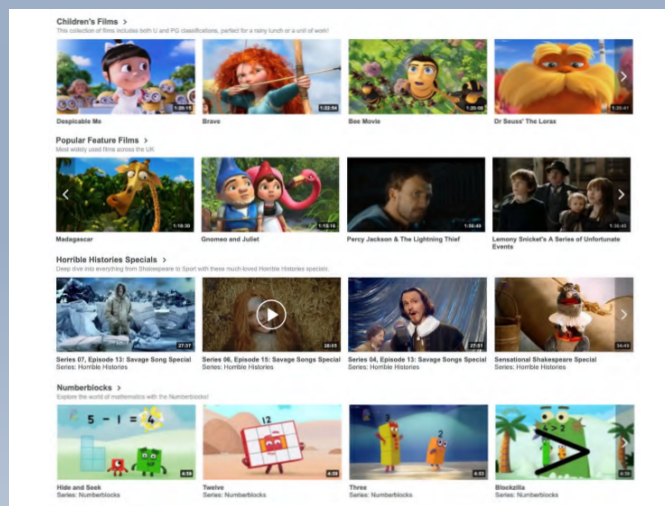
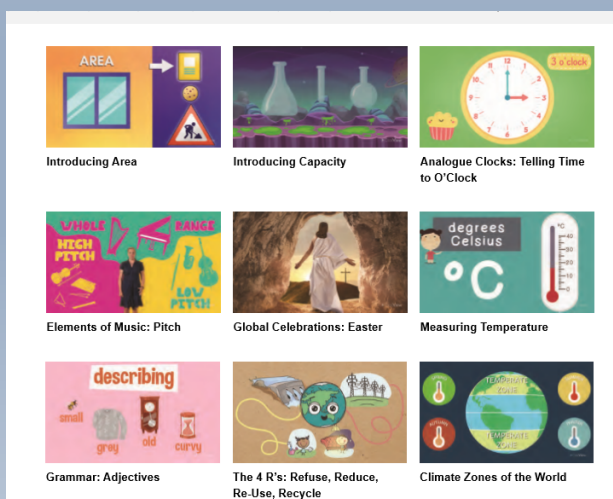
Videos in ClickView can be transformed into an active learning experience, by overlaying set's of interactive questions onto the videos, turning passive viewing into active learning, promoting questioning in the classroom, and supporting independent and out of school learning.

- ClickView Original videos come with pre-built interactives
- Educators can add their own questions into any video using our simple tools
- ClickView provides teachers with real-time analytics of student achievement, as well sections of video viewed/not viewed
- Gaps can be identified and lessons adapted to cater to the needs of the learners and personalise learning.

Primary Educational Videos and Resources

There are hundreds of high quality, curriculum aligned videos and supplementary teaching resources for primary schools. These videos and resources are perfect lesson starters, covering all subject areas and include topics which can be difficult to approach.

Since 2015, ClickView has had a specialist primary level team of video producers who have created over 100 videos for their own series, Miniclips. These have now become the most popular videos on ClickView.





Exam preparation: Retrieval practice and interleaving

Written by: [John Dabell](#) | Published: 11 March 2020

Research shows that two of the most effective revision and study techniques are those of retrieval practice and interleaving. John Dabell looks at what the various academic studies can tell us.

Many students do not know how to study effectively and often rely on time-consuming techniques or approaches that do not promote longer term learning and retention.

As Taylor (2017) points out, when left their own devices, students are over-reliant on “bamboo revision strategies”, those techniques that have “pitifully low neurological value” – such as re-reading their notes, highlighting key details and summarising (see also Cohen, 2013). They also avoid a “practice, practice, practice” regime.

There is no one-size-fits-all approach when learning how to effectively study, but there are some techniques that have been proven to work better than others. It is these evidence-based methods based on decades of learning science research that we need to tap into.

Professor John Dunlosky of Kent State University reviewed 1,000 scientific studies looking at 10 of the most popular revision strategies and found the two most effective methods are retrieval practice/practice testing and spaced practice/distributed practice (Dunlosky et al, 2013).

He says they can help students of any age and “they can enhance learning and comprehension of a large range of materials, and, most important, they can boost student achievement” (Dunlosky, 2013).

Retrieval practice

Reconstructing knowledge by recall improves meaningful learning. The Dunlosky et al research says testing can enhance retention by triggering elaborative retrieval processes and the more difficult and effortful the retrieval practice, the better it is for long-term learning (Karpicke, 2016).

Retrieval is the active process we engage in to boost learning and this might be as simple as engaging in recall-based self-testing using the copy-cover-check method.

There are many ways to practise retrieving information and promoting retrieval practice in the classroom and typically this involves giving students frequent tests (multiple-choice, short-answer, and fill-in-the-blank tests), quizzes, “do it now” tasks and challenge grids. Students can make their own practice questions or find questions from online sources, and teachers can use the exit tickets approach (for more on exit tickets, see Dabell, 2018).

Another great way to recall information is via the humble flashcard. These can be hand-made on index cards (questions on one side, answers on the reverse). Students can also make flashcards on a computer and print them out or use flashcard software.

Dunlosky et al (2013) note that practice testing with feedback consistently outperforms practice testing alone and Karpicke (2016) adds that when practising retrieval, students need to retrieve more than once and space their retrievals as this will bolster long-term learning.

Although students might think that rereading information works best, Roediger and Karpicke (2006) found that students who used mainly retrieval practice remembered more than 50 per cent more than those who had just read and reread material.

Retrieval practice does more than improve memorisation skills, it also increases understanding by improving complex thinking and application skills, organisation of knowledge and transfer of knowledge to new concepts (Pan & Rickard, 2018).

Furthermore, it has been shown that the act of taking practice tests has positive wellbeing effects. Smith et al (2016) found that retrieval practice is particularly effective at combatting the negative effect of stress on memory.

A final word of warning though: marking in red apparently pen hinders retrieval practice (for more on this, see Gnambs et al, 2015).

Distributed practice

The second effective revision strategy is spaced practice, where learning occurs over multiple sessions at different points in time. This strategy has been demonstrated in more than 200 research studies. When making memories, time really matters (Kelley et al, 2018).

Lots of students will cram right before an exam, but a more effective strategy is to distribute preparation over multiple sessions – committing something to memory takes time and repetition. The message then is space, not race.

Research suggests that there is an “optimal gap” between revision sessions in order to better retain the information. By spacing their learning activities out over time, e.g. one to two hours every other day, or at least once per week, students will be able to learn more information and retain it more effectively than after a marathon of cramming.

The gap between revision sessions should be between 10 and 20 per cent of the total time students want to retain the information. If a test is in a month, students should review their information around once a week. If the test is in a week, they need to create time once a day (Cepeda et al, 2008).

Having lots of spaced sessions allows students to “divide and conquer” by focusing on sections, portions and subsets of information rather than trying to cover everything. This allows students to spend more time processing and integrating important concepts and details and each study session gives them an opportunity to revisit and review what they have previously learned.

Distributing their efforts allows students to more effectively encode information into long-term memory, fill in any knowledge gaps and be better equipped to use that information.

Rohrer and Taylor (2007) found that students who spaced out their revision sessions did considerably better than those who crammed. Those who distributed their practice got an average of 74 per cent compared to crammers who got 49 per cent. Clearly then information needs to be covered and then recovered.

The Learning Scientists website tells us that spacing is effective because it allows time for topics to be forgotten and relearned, it cements information into long-term memory and we can learn more information over time than

in one longer session.

Spacing as a technique has been described by Bjork and Bjork (2011) as “one of the most robust across the entire history of experimental research on learning and memory” and Dunlosky’s research (2013) has found using spacing instead of cramming has resulted in a 10 to 30 per cent difference in final test results.

Spacing of practice improves long-term retention because students are using maintenance rehearsal to revisit material over time and thus strengthen the memory trace (Kelley & Watson, 2013).

What else works?

Related to spacing is interleaving. Brown et al (2014) in their book *Make It Stick* say: “Research shows unequivocally that mastery and long-term retention are much better if you interleave practice than if you mass it.”

Interleaving , shuffling and mixing practice by switching between different kinds of problems, questions and subjects is also effective and the research found that it had “relatively dramatic effects on students’ learning and retention of mathematical skills” (Dunlosky et al, 2013) and also supports other kinds of cognitive skills.

The key to interleaving is basically to “jumble” things up (Smith et al, 2017) and as Pan (2015) says, “mixing it up boosts learning” compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.

Researchers think that interleaving improves the brain’s ability to tell apart, or differentiate, between concepts and this strengthens memory associations (Rohrer, 2012). As the brain has to continuously focus on searching for different solutions it is more taxing than studying just one topic for a long time, and this difficulty means the brain has to work harder, which means it remembers more. Interleaving allows better discrimination.

Other strategies for effective learning that cognitive psychologists have found include, Elaboration, Concrete Examples and Dual Coding (see The Learning Scientists' website for more details).

John Dabell is a teacher, teacher trainer and writer. He has been teaching for 25 years and is the author of 10 books. He also trained as an Ofsted inspector. Visit www.johndabell.com and read his previous best practice articles for SecEd via <http://bit.ly/2qBiaXv>

Further information & research

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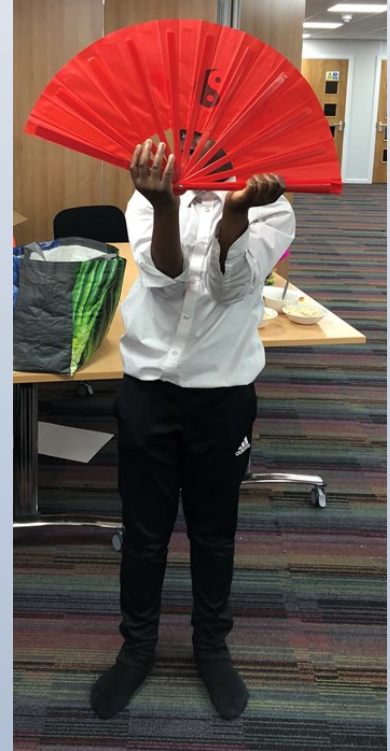


新年快乐 Happy Chinese New Year

Mandarin

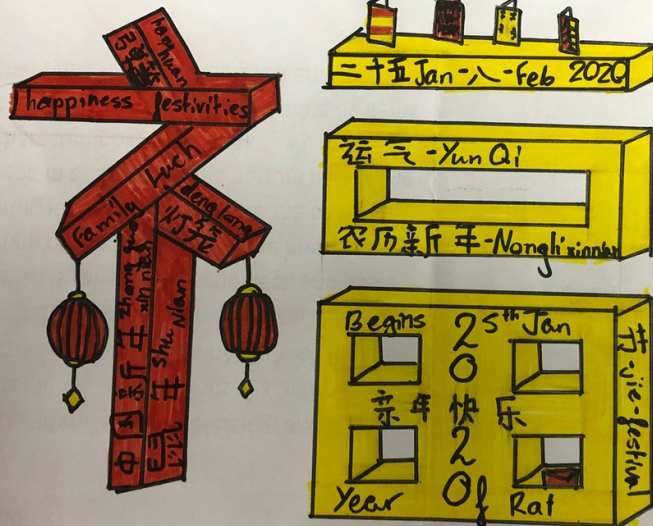


Students at Lyng Hall celebrated the Chinese New Year with a range of fun activities, including calligraphy, drama, dancing, designing Chinese characters, cooking, as well as enjoying eating some Chinese food. Students also had the chance to take part in a competition, with some of the entries on the next page.



Nahima 8M

Your design:



Explain your ideas:

The reason for making it 3D is as it would be more attractive.
I added Chinese characters as they are related to Chinese New Year.
I used red and yellow as they are common for the Chinese New Year.
Lanterns hanging down to resemble the decorations and
I have put cards as people give others cards on special occasions.
Red envelope - present

Your design:



Explain your ideas:

I did the fireworks to represent happiness because people would put this character on the main gate of the house to bring them luck so when you have ~~to~~ luck you are happy. I ~~like~~ did the lanterns in the streets because in China they hang a lot of lanterns. In China they have a dragon festival so I drew a dragon. I wrote the word blessing since the character means blessing!

Happy new Year

Your design:



Explain your ideas:

In this picture, the characters are arranged together. If the characters are arranged like this, then around it, it will form the symbol of wealth and success.

By Alysha 7M

By Vanessa Priest

Megan.E7m

Your design:



Explain your ideas:

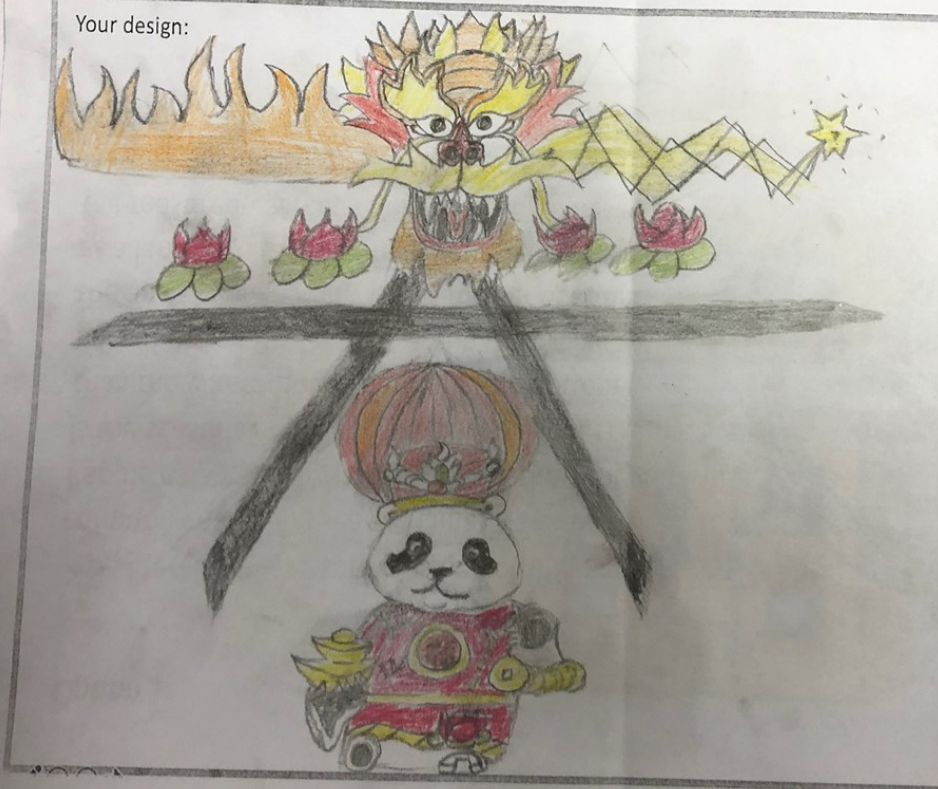
I chose this idea because on Chinese New Year people decorate and celebrate for the new year.

I have drawn a dragon and lanterns to show that people are celebrating to music (which are the music notes) and are very excited.

I drew a blossom tree because it was to resemble the beauty of China and Chinese New Year.

Finally I drew a bowl of oranges because it is a traditional present.

Your design:



Explain your ideas:

The lotus flowers represent Spring and growth whereas the dragon symbolizes the celestial gestures to celebrate the new year. The panda, god of wealth, represents a sense of celebration and achievement. And the lantern represents the sun, always shining down upon you.

Weyan Nendo Haram
TM Pegasus College

PS the fire represents fireworks and the lightning symbolizes an array of vibrant colours.



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



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